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STUDENT ATHLETE RIGHT-TO-KNOW ACT

HEARING

BEFORE THE

COMMITTEE ON LABOR AND HUMAN RESOURCES UNITED STATES SENATE

ONE HUNDRED FIRST CONGRESS

FIRST SESSION

ON

S. 580

TO REQUIRE INSTITUTIONS OF HIGHER EDUCATION RECEIVING FEDERAL FINANCIAL ASSISTANCE TO PROVIDE CERTAIN INFORMATION WITH RESPECT TO THE GRADUATION RATES OF STUDENT-ATHLETES AT SUCH INSTITUTIONS

SEPTEMBER 12, 1989

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CONTENTS

STATEMENTS

TUESDAY, SEPTEMBER 12, 1989

	Page
Coats, Hon. Dan, prepared opening statement	4
Bradley, Hon. Bill, a U.S. Senator from New Jersey, former professional basketball player	5
Prepared statement	13
Robertson, Oscar, retired professional basketball player, National Basketball Hall of Fame Inductee, Cincinnati, OH	16
Massimino, Roland V., coach, Villanova University Men's Basketball, Villanova, PA	16
Prepared statement	21
Hurley, Bob, coach, St. Anthony's High School Boys' Basketball, Jersey City, NJ	32
The National Association of College Admission Counselors, Russell J. Ryon, President, prepared statement	39
The American Association for Counseling and Development, Dr. Patrick J. McDonough, Executive Director, prepared statement	39
Mallette, Bruce, senior institutional research officer, North Carolina State University, prepared statement	41
Lapchick, Richard, director, Center for the Study of Sport in Society, Northeastern University, Boston, MA	48
Schultz, Dick, executive director, National Collegiate Athletic Association, Mission, KS	50
Prepared statement	54
Whalen, Dr. James, chairman of the board of directors, witness for American Council on Education, Washington, DC, president, Ithaca College, Ithaca, NY	67
Prepared statement	70
Lucas, Dr. Patricia, principal, Southeast High School, Bradenton, FL, president, Florida Association of Secondary School Principals, National Association of Secondary School Principals	77
Prepared statement of The National Association of Secondary School Principals	80
McMillen, Hon. Tom, former professional basketball player, and Member, U.S. House of Representatives, 4th District, Baltimore, MD	89
Prepared statement	91

ADDITIONAL MATERIAL

Webb, Equilla A., Cupertino, CA, author of "An Amateur's Guide to Basketball Recruiting	93

STUDENT ATHLETE RIGHT-TO-KNOW ACT

TUESDAY, SEPTEMBER 12, 1989

U.S. SENATE,
COMMITTEE ON LABOR AND HUMAN RESOURCES,
Washington, DC.

The committee met, pursuant to notice, at 9:35 a.m., in room SD-430, Dirksen Senate Office Building, Senator Edward M. Kennedy (chairman of the committee) presiding.

Present: Senators Kennedy, Metzenbaum, Adams, and Durenberger.

OPENING STATEMENT OF SENATOR EDWARD KENNEDY

The CHAIRMAN. We will come to order. Coach Massimino is entitled to be late for this hearing today because I understand his daughter gave birth to a baby boy at 4:30 this morning. We congratulate him.

The beginning of a new school year also means the beginning of a new season in college athletics. Intercollegiate sports are an enduring part of American higher education. I'm not sure whether Senator Bradley will tell us that the war on the drugs will be won on the playing fields of Princeton—but I know from my own undergraduate days that the lessons learned in sports are a valuable part of student education.

But there is also a darker side. Too many athletes leave college without an education. For these students—many of whom are disadvantaged—the promise of intercollegiate sports is a hoax. They give their talent to their team, but get nothing in return. The purpose of our hearing this morning is to ensure that the academic commitments made to college athletes are carried out by the colleges that make them. In the past decade, attention focused on this problem has led to important changes. But further steps are necessary.

Today we will hear from distinguished witnesses about the importance of the academic side of a college athlete's college career. In addition, we will discuss some of the steps that have been taken in this area and others that are pending. The specific proposal before us is S. 580—"The Student Athlete Right-to-Know Act". It was first introduced by Senator Bradley and myself in the last Congress and reintroduced at the start of the present Congress.

Under the bill, colleges that provide athletic scholarships will be required to provide data about graduation rates to the Secretary of Education, and also to prospective athletes, so that applicants can make an informed decision about which college to attend.

The General Accounting Office recently surveyed the graduating rates of student-athletes at a sample of colleges and universities. They asked what percentage of student-athletes who enrolled in September 1982 had graduated by September 1987. That is a 5-year period. For football players, 12 percent of the schools had graduation rates below 20 percent. Among basketball players 36 percent of the schools had rates below that level.

The graduation rates were much higher for all students than they were for scholarship athletes. This chart over here would indicate that 68 of the 103 colleges that were surveyed graduated less than 40 percent of those that were involved in basketball versus the 31 percent of the other students. And the other charts with regard to football have similar trends as well, 52, 53 percent of the schools graduated less than 40 percent.

Perhaps lightning will strike, and a college athlete will go on to a successful career in professional sports. But there is no justification for any athlete to be seduced by a college sports program and then dumped without an education. Perhaps other steps are necessary, too. But in this situation, as in many others, disclosure is the place to start. As Justice Louis Brandies noted many years ago, sunlight is often the best disinfectant. When student-athletes know the facts, the dismal record of many institutions today is likely to improve.

I am glad to be cosponsor of this initiative. I look forward to discussing it this morning with our witnesses. Our lead-off witness is Senator Bradley. I commend him for all the work and his initiative in this area. He has been the real leader in the development of these policy issues and questions. For many years, his name was synonymous with outstanding scholar-athlete. Now it is also synonymous with outstanding Senator. And we will be honored to hear from him after my colleagues make what comments they would wish to make.

[The summary of S. 580 follows:]

SUMMARY OF THE STUDENT ATHLETE RIGHT-TO-KNOW ACT (S. 580)

- The bill requires colleges and universities receiving Federal assistance to report to the Secretary of Education, on an annual basis:
  (1) The graduation rates of their athletic-scholarship recipients broken down by sport, sex, and race;
  (2) Statistics on students who receive athletic scholarships, broken down by field of study, type of degree received, and sport; and
  (3) The number of scholarship athletes who earn a degree within 5 years, broken down by sport, sex and race.
- Schools must report all of the above information on graduation rates and degrees conferred for all students broken down in a similar manner.
- The Secretary of Education is directed to compile and publish the information for individual colleges and universities and aggregate information for athletic conferences recognized by the NCAA and the NAIA. This information will also be available to high school guidance counselors and principals.
- Schools are required to provide the information contained in the report to all high school athletes being recruited by the school as athletic scholarship candidates.
- The National Letter of Intent signed by student-athletes when they accept a scholarship from a specific school will require the student to acknowledge that he or she has had an opportunity to review the report, and that he or she has discussed it with a high school guidance counselor or principal.

Senator METZENBAUM. I am very pleased that Chairman Kennedy and Senator Bradley are looking into this matter of college ath-

letics. As a matter of fact, it is sort of proof positive that what goes around comes around. In 1984 we conducted some hearings on this very same subject, and at that time we were pretty much assured that there would be changes made and that NCAA would be responsible for those changes.

Now, I think, that we all agree that getting an education and a degree should be the prime goals of college or university life. But too often the practice has been to take the student out of student-athletics. And schools are only interested in what the youth can do for the school athletically. And educating these young people becomes second-fiddle to the question of how well they play the game.

Anyone who has run for public office knows all about the pressure to win. It is intense, but pressure to win in college athletics cannot justify the victimization of student-athletes. Flagrant abuse of student-athletes tarnishes the reputation and integrity of higher education. It is a slap in the face at efforts to improve education for all Americans and to better our workforce.

In our 1984 hearing we looked into this problem and got assurance that NCAA and the universities would police themselves, a step far preferable to Federal legislation. We thought that we had made some headway. At that hearing, Dr. Harry Edwards of the University of California at Berkeley described the NCAA oversight as "a case of Dracula being in charge of the blood bank". Today I hope we find that that is no longer the case, but I do not believe that we will.

Young athletes should not be lured into a scholarship program without knowing what they are going into. The right-to-know is fundamental, especially for a young athlete who is shopping for an education that will direct the rest of his or her life. If we do not know the graduation rate of student-athletes, we cannot hold colleges and universities accountable for educating our young people.

And whom does that hurt? That hurts not just the student-athletes who get conned. It hurts the reputable institutions that may have to take the blame for their less than upright counterparts, those schools that use our student-athletes. I look forward to hearing our panelists on this right-to-know legislation and how it may shed light on college athletics.

I am sympathetic, supportive. And I hope that instead of this conversation that we have been getting for the last 5 years, that maybe with this legislative proposal, we will really start to turn the light of day on to the real facts, and perhaps make some real progress with respect to education. I hope so.

The CHAIRMAN. Senator Adams.

Senator ADAMS. Thank you, Mr. Chairman. I am very pleased, Senator Bradley, that you are the lead-off witness and welcome. We have known each other a long time, and I cannot think of a better person to state the case. Those of us who were college athletes but were not good enough to receive athletic scholarships nevertheless received a benefit from our athletic activities in obtaining academic scholarships.

We have benefited from it and are grateful. And we want to be certain that those who have those superlative talents in athletics are rewarded in the same way by having an opportunity and the knowledge to know that they can receive an education at the same

time, so that the scholarship portion of their activities involves learning as well as the use of great athletic talents. This is what will carry each and every one of them after they have completed their athletic career.

As we now see, there is only so many places for people to go in professional athletics. We want to be certain that those who use superlative athletic talents in college, Mr. Chairman, have the opportunity and the chance to use their full talents after they have graduated. I commend you for the bill and for the hearings. I am very much in support of it and look forward to hearing the witnesses. Thank you.

The CHAIRMAN. We will now receive a prepared opening statement from Senator Coats.

[The prepared opening statement of Senator Coats follows:]

PREPARED OPENING STATEMENT OF SENATOR COATS

Thank you, Mr. Chairman.

I commend the Chairman for convening this hearing and for continuing to pursue his interest on this important topic. Our efforts in the education and prevention of drug use are the key to victory in a drug crisis made particularly traumatic by the fact that it selects its victims from among the young.

No other problem this Nation faces targets children so directly. No other problem so immediately threatens our future—since it destroys those who will create it.

Today, 4 out of 10 high school seniors use illegal drugs regularly. One in 12 uses cocaine. The average age for first time drug use has dropped below 13.

To most students, you don't have to prove the drug crisis is real. They have seen how education is disrupted by addiction. They have seen how families are torn apart by the lies that mask abuse. They may have even seen a friend go to smiling self-destruction—convinced, until the end, that they could handle their drug use.

But no one can handle it. Millions of young men and women have found themselves in a form of slavery—slavery to temporary and empty pleasures.

Drug use might best be called the great trivializer—dissolving ambition into apathy, changing promise into passivity, and transforming leadership into lethargy. It is rejection without a program. It is a refusal of what is, without a vision of what should be.

This drug crisis requires action on a number of fronts. We need tough law enforcement. We need effective crop eradication. We need higher rates of drug interdiction. Battles must be fought at every point of struggle and need.

But when you get down to its most fundamental cause, drug use will not be ended by these things alone. When we speak of a drug crisis, we are really talking about a crisis of personal belief and behavior, a crisis of individual motivation and action. Our challenge is not just to destroy illegal substances. Our greatest challenge is to change minds—convincing individuals, especially our youth, that there is a drug-free standard we expect and demand that they meet, while providing compassionate rehabilitation to those who fail.

These are all reasons why I am particularly looking forward to the testimony of Dr. Robert Hignite from my own State of Indiana. He is the substance abuse coordinator of Emmerick Manual High School in Indianapolis and has helped develop a program that trains students not only to help themselves, but to be more aware and concerned for their classmates. The goals are to assist their friends who may not only be suffering from the temptations of drug and alcohol abuse, but also suffering from the effects of divorce, the strains of poor academic performance and other personal dilemmas.

I am encouraged that not all the news from the front is bad. A study released by the National Institute for Drug Abuse this summer stated that the number of people using illegal drugs has fallen by 37 percent in the past 4 years.

Casual users and potential users are, apparently, beginning to just say no. They are taking note of the havoc that drugs can wreak on their lives. And they are heeding the message of society, heard in our schools, our workplaces, our churches, our government—and most of all in our homes and families—that we will no longer tolerate any use of drugs.

However, as William Bennett has noted, we are now fighting two drug wars. And while we are winning the first, we have not even turned the corner in the second: the problem of chronic, addictive use of cocaine, crack and heroin. That same NIDA study noted that the number of people using cocaine at least once a week increased by one-third. Those who are still using drugs are using more of them—especially in our poor and inner-city areas. Attacking these hard-core cases is a difficult challenge, and will require the availability of effective education and prevention programs.

There is no doubting that the intentions of the Congress in the drug war are admirable. But sincerity is not the measure of our success. Virtuous motives, crippled by inertia and timidity, are no match for an aggressive and profitable drug trade. There is little value in the words of the well-meaning if they lack the resolution to act.

With that said, we cannot throw money blindly and indiscriminately at the problem. We need to provide the resources, but those resources need to go to the places that do the most good. Within the field of education and prevention, we must know how our dollars are being spent. And I am in full agreement with the Chairman of this committee that we must know what is working and what is not.

I hope that our witnesses today can shed light on some of these questions, and I look forward to their testimony.

The CHAIRMAN. Senator Bradley.

STATEMENT OF HON. BILL BRADLEY, A U.S. SENATOR FROM THE STATE OF NEW JERSEY, FORMER PROFESSIONAL BASKETBALL PLAYER

Senator BRADLEY. Mr. Chairman, thank you very much for holding this hearing and for joining with me in this effort. It means an awful lot to have you as a principal supporter of this bill. I suppose that I would like to begin by recalling that you are known as a

great United States Senator and leader. What is not known really by enough people is that you are the one Kennedy who actually caught a touchdown pass against Yale.

The CHAIRMAN. That is right. I have been waiting for that.

Senator BRADLEY. That was back when I was in junior high school. [Laughter.]

I would like to, if I could, submit my whole statement to the record and just read sections of it. The reason that I introduced this bill and the Student Athlete Right-to-Know Act is essentially a consumer information bill for student-athletes and their families. Student-athletes about to enter college are consumers and should be consumers of education and participants in sports. That is if our priorities are in the right order.

As such, they are entitled to relevant and basic consumer information that is an essential element of an informed choice about which college to attend. The choice of which college or university to attend is likely to be the most important decision of a young person's life. The potential student-athlete and his or her family are entitled to a direct and valid answer to the question if I enter your college or university as a freshman on an athletic scholarship in my sport and work hard academically as well as athletically, what are the chances that I will graduate within a year of those in my entering class?

It seems to me that families ought to know which schools have performed, which schools have not performed. Student Athlete Right-to-Know Act requires a number of things. First of all, graduation rates should be submitted to the Secretary of Education for all student-athletes. Then graduation rates should be submitted for all students and then this information should be made available to high school student-athletes, their families and high school guidance counselors and principals so as to aid the student-athlete as they choose the schools they will attend.

The students will then indicate on their letters of intent or similar documents that they have reviewed the information and discussed it with either their high school guidance counselor or principal. That is basically the bill, Mr. Chairman. It is simply to give families information to allow them to better decide which school their athletic child should attend.

Now there are several objections that have been raised to this legislation. Some in the higher education community say that they support the goal of the legislation, but that the reporting of graduation rates should be left to the schools, not legislated by the Federal Government. They argue that the NCAA should decide how to handle graduation rates. Well, I agree that the NCAA should require this of themselves which is why after many years of neglect of this problem, I met with representatives of the NCAA to talk to them about releasing to the public the data that they were already collecting.

No action was taken by the NCAA, and now that legislation is pending, the NCAA is talking again about releasing graduation rates. Talk, but again no action has occurred. The proposal to propose a plan at the 1990 meeting is really a little too late and it is too little. I have yet to see a concrete proposal from the NCAA for

full disclosure of reliable informative graduation rate information to prospective student-athletes and their families.

And even if this proposal is offered in 1990, we have no guarantee that the membership will vote to accept it. Each year, Mr. Chairman, while the NCAA is talking, many student-athletes graduate from high school and make decisions about which institution to attend with little or no information on the likelihood of their completing a college degree at their chosen institution.

Secondary school principals have endorsed the Student Athlete Right-to-Know Act, as well as the National Association of College Admissions Counselors. Why? Because both are interested in ensuring that future student-athletes make this important decision on the basis of sufficient information. Now another argument against this bill is that it is too hard or costly for colleges to collect the data required for this bill.

Well, Mr. Chairman, that argument seemed at least one that ought to be dealt with. The General Accounting Office has completed an investigation for the committee, some of the results of which are embodied in the charts before the committee today. And in the investigation, they found that the information that we are seeking under this bill is by and large currently being compiled and reported with minimal time and effort, minimal time and effort, about one person's work for a week.

Institutions of higher learning and higher education are called upon to collect graduation rates and other institutional data for many different constituencies. But I believe that potential students, particularly students who will devote much time to producing revenues for the respective institutions should be specially entitled to this information.

Mr. Chairman, a final criticism has been that the information that we are asking to be collected is too complicated for student-athletes and their families to understand. And besides, they argue, they do not care about education anyway. Well, frankly, Mr. Chairman, I think that argument is basically hogwash. I believe that it is our responsibility and the responsibility of educators to be sure that meaningful information is available. Guidance counselors, admissions counselors, high school principals and others can help student-athletes and their families understand the information.

It is fairly simple information though. This legislation is a first step toward showing student-athletes, their families, educators, and the athletic community that we believe that the education of student-athletes is important and that we expect them to take it seriously too. Mr. Chairman, as you know and the committee knows, because of your deliberations on this issue, in so many ways education is the passport to a productive and rewarding life in our society.

The challenge of a college experience should not be making the team or becoming an all-star, but preparing to be a good citizen, friend and family member. Our student-athletes must participate in sports as they pursue the primary goal of an education for life, rather than trying to obtain an education in the process of working in a revenue producing sport.

The Student Athlete Right-to-Know Act is just one small step forward in straightening out these priorities. I seek to strengthen

the role of education rather than weakening the role of athletics. And that is a very important distinction, and I hope that an informed choice will lead to a real education and a college degree.

Simply stated, Mr. Chairman, this legislation is the right to do and it is right for Congress to do it now. And I might say parenthetically when I introduced this bill, I really thought I was introducing something that was apple pie and motherhood, and it bewilders me to see some of the reactions to this bill, and I expect that in the hearing today, you will hear the full range of opinions of the bill. But I think that it is absolutely essential that families and student-athletes at least know when they are trying to decide among 10 colleges, 20 colleges, some of the people that testify today hundreds of colleges, which college has had a graduation rate that is basically acceptable.

One college from 1972 to 1983, for example, is estimated graduated 7 percent, 7 percent student-athletes. Now if I was the father of a child who was being offered a scholarship by that school, I would say wait a minute. Let us take a closer look at the coach or the recruiter who comes in and says we are really interested in your kid. And finally, Mr. Chairman, I would like to say that, you know, this is information for families to decide. And education requires hard work. Kids who go to college play sports but they also got to work hard in academics. So this is just information for them to make that decision. It does not guarantee they are going to make it.

They got to make it themselves. But at least he knows which institutions are interested in them as human beings, and which institutions might be interested in them only as revenue producers. Thank you very much, Mr. Chairman, for the hearing.

The CHAIRMAN. Well, that was a very succinct and compelling, and I personally find, convincing presentation. How easy is it for parents to find that information if it is not made available? I mean can parents readily find out what those rates are?

Senator BRADLEY. Mr. Chairman, no.

The CHAIRMAN. The average working family that is spending good deal of time trying to look after their children and work? How much of a job would it be for them to try and find out individually unless this information was collected, authenticated and distributed?

Senator BRADLEY. The fact of the matter is it is not available, period. It is not available to the average family in America who has a child that is being offered an athletic scholarship. It is collected now by the NCAA, but it is not made available to families of prospective athletic scholarship students.

The CHAIRMAN. So virtually today what you are saying is that they do not have that information. It is not made available to the thousands of young people across this country who are making decisions in terms of where they are going for their future education.

Senator BRADLEY. That is correct.

The CHAIRMAN. Let me ask you, and you have addressed this issue, about whether this information can be collected and is available? We have heard a good deal, as you have pointed out, from those that are resisting the legislation that this information is not available and would be extremely difficult to collect. The General

Accounting Office in their conclusion have reached this conclusion, and I am quoting: "According to both sets of schools, most of the required information is already collected."

And then in one of their charts that they have here they have indicated in that chart. This would be, the white being, the one on the left being the program that would be actually included in the proposed legislation. And the one on the right would be not covered by the proposed legislation. The number of schools that now collect the information.

So, if you are talking about athletes' graduation rates, it is about 90 percent of schools that already collect the data, and that for all students' graduation rates, they have that data as well. That is the second. You have athletes' field and degree type as well up into the 90's; the students' field and degree type; the athletes' degree in 5 years; the student degree in 5 years. Most of those, well over 80 percent, already collect this information.

And the GAO indicated that to collect all of the data, I guess was an average, they were told by the universities 39 staff days collecting all of the data that would be required, and putting the data collection in a reporting system would take 17 staff days for any of these universities. I do not know how many thousands of staff hours in terms of the general administration of these. That does not sound like undue burden, does it?

Senator BRADLEY. Mr. Chairman, it certainly does not sound like an undue burden to me. Most of the information is already being collected. It is simply a matter of pulling the information out. There are different estimates. Seventeen staff days is one way to say it, which is about 2½ weeks. That does not sound to me like to be a big burden.

In other words, the argument that we cannot do it because it is so burdensome has been directly refuted by the GAO. It is possible to do if there is a will to do it.

The CHAIRMAN. Well, would you not think that if they had positive outcomes they would want to collect it and distribute it as part of the impetus to get good athletes to come, if that is the case?

Senator BRADLEY. Mr. Chairman, I think that this could be the biggest advertisement for college athletics in many schools that one could imagine. I mean the argument, the dichotomy that is always presented is you are either an athlete or you are a student. Well, that is not true in many colleges across this country. In many colleges across this country, and we will have testimony later today from at least one, where 100 percent of all student-athletes graduate, 100 percent.

It seems to me that the colleges that have done that kind of work would like to advertise that fact. So one can only assume a reluctance not to reveal this information is because there are a number of colleges, which if it were revealed would be embarrassing, such as the unnamed college that graduated 7 percent of its students between 1972 and 1983. So I cannot imagine why a school would not have this information made available.

The CHAIRMAN. Let me ask you finally, Senator. Do you think this has changed, this whole phenomenon has changed since the time that you went to college? Have you noticed, as somebody who follows these trends and have obviously enormous interest and

spend a good deal of time thinking about this issue, do you think the trend is different today is the first question? And second, if it is, why do you think that that is so?

Senator BRADLEY. Well, I think that the problems were there when I was in college and during the years that I was a professional, but I think they may be a little bigger today because there is more money involved. And I think that that puts an even greater emphasis on assuring that if somebody wants to get an education that they have the opportunity to know where is the place where they can best get that information.

I mean we deal with a lot of things around here that are complicated. We deal with a lot of things around here that are close calls as to whether this is the right thing to do or not. Let me assure you, Mr. Chairman, this is not one of them. This is not so complicated that it could not be done, and this is definitely the right thing to do. As I said in my opening statement, I thought I was going after apple pie and motherhood.

And instead, we have something that is very simple attempted to be made very complicated, and I think in an attempt to simply delay action on providing consumer information to families and student-athletes across this country. This is basically disclosure.

The CHAIRMAN. Senator Metzenbaum.

Senator METZENBAUM. Just one question. Do you think the colleges today are more or less committed to educating the athletes that they bring on scholarships than they were when you were in college? What is that, 40 or 50 years ago? [Laughter.]

Senator BRADLEY. These questions about the golden days of yesteryear are appreciated, I am sure. You know I think that most colleges in this country want to do a good job for every student that come to the university. Most colleges in this country recognize—their presidents are elected or selected in order to recognize the importance of education. There are always going to be some colleges that decide to cut corners. Some colleges that decide that they will be able to, you know, kind of shave some of the rules.

That is unfortunate, but by and large I think that the commitment of the higher education community in this country is to educate students. This bill we just want to make sure they educate all students. That you do not treat somebody who is a student-athlete different than you treat somebody else. Those graduation rates should be available. And it is, you know, this is not a bill to address all of the problems related to college sports.

This is a bill to address a very narrow problem which is how does a high school student and his family who has a chance for an athletic scholarship, and he has got 50 offers, 100 offers, decide among that which place is the best chance for me to get an education? One of the facts that he might or his family might or her family might use to decide that is which schools have graduated athletic, people in athletic scholarships, and which schools have used their eligibility up and then discarded them? And to me it is a very simple piece of information.

Senator METZENBAUM. Thank you.

The CHAIRMAN. Senator Adams.

Senator ADAMS. Thank you, Mr. Chairman. Senator, would your information also include the type of program that is directed

toward student-athletes because my experience with it, and this goes back years before you, but I assume it was still the same, is that if you are playing basketball, you are going to miss a good part of December in practice. You have got long afternoons. You are going to be on the road so many days. I am not sure that an average student—I am not talking about the genius now. You may not have had that problem. But your colleagues—that they need extra time either tutoring or an extra year in school. Do you have that kind of information solicited also or are you on a straight, you either graduate or you do not?

Because I can see a great many athletes who are good students but are under that kind of pressure, and that goes to the Chairman's question which is the second part of mine. You can answer them both together. Is there not a great deal more pressure on college athletes, and we will just stay in basketball because we both know a little bit about it, because of the additional number of tournaments, post tournaments, travel across country, cross-country games and so on, so that you need some additional help? I am not talking about because you are not smart enough, but just simply you do not have the time that everybody else does.

Senator BRADLEY. This bill does not address the problems of student-athletes. My personal view is someone participates in a sport. They know how much time it takes. They know how much additional effort they have to make. They are obligated to make the effort both in academics and in their sport. You know some people spend as much time in the band. Other people spend as much time in a foreign language club. The point is that this is what they choose to do, and it takes a lot of time, and they have to organize their time accordingly.

There are, as you have correctly pointed out, however, many student-athletes who do not graduate in 4 years. What this bill does do, it requires reporting on the proportion of students who earn a degree within 5 years.

Senator ADAMS. That was my question.

Senator BRADLEY. So that they have one additional year in order to earn a degree, and so that we actually allow the colleges to probably put their numbers up a little higher than they would be if you left it for 4 years only.

Senator ADAMS. Well, I just asked the question because it led to your 5-year comment. I am concerned about the gap that occurs if you have been red-shirted a year or freshmen are allowed to play, and you have played 4 years, and your eligibility is out, and you still need another either half-semester or full semester, would that information be solicited? Because I am perfectly satisfied with a fifth year being granted. In fact, I think it may often be necessary. Would that information be part of your bill?

Senator BRADLEY. Yes. The information required is very simple.

Senator ADAMS. That they carry you.

Senator BRADLEY. Pardon?

Senator ADAMS. That they carry you for that fifth year?

Senator BRADLEY. There is no judgment made about individual athletes.

Senator ADAMS. No. I mean to report whether they do.

Senator BRADLEY. The report is what is the graduation rate. A person enters a college as a freshman. Five years from that date, how many people graduate? That is how it is. That is the number. Now there are various ways to do that. You can do rolling averages. You can do 3-year averages. You can do a variety of changes here to meet some of the objections that people have raised to the bill, but the basic principle of the bill is graduation rates over 5-year periods.

When you enter, how many at the end of 5 years have a degree at University X? How many do not have the degree after 5 years at University X? That is the requirement.

Senator ADAMS. Thank you, Senator Bradley. I support the bill very much. Thank you, Mr. Chairman. I think it is an excellent piece of legislation.

The CHAIRMAN. Thank you very much, Senator Bradley. We would be privileged if you would join us up here at the committee, and certainly after the other members ask questions we would invite your participation.

Senator BRADLEY. Again, Mr. Chairman. Let me thank you for that offer. I will avail myself of it for awhile. I am being pulled back and forth between the Finance Committee on catastrophic health insurance, but I would like to do that, and I thank you for holding this hearing.

The CHAIRMAN. Good. Thank you very much.

[The prepared statement of Senator Bradley follows:]

PREPARED STATEMENT OF SENATOR BRADLEY

Good morning, Mr. Chairman. I thank you for holding this hearing on the Student Athlete Right to Know Act, and I also want to thank you for being my chief cosponsor of this legislation in the U.S. Senate.

Mr. Chairman, in the course of this hearing, you will hear about both the highlights and pitfalls of participating in intercollegiate athletics. Many high school and college athletes dream of playing for a Division I team and, perhaps, of a professional sports career. Yet only one out of every hundred high school athletes will receive a scholarship to play at a Division I college. Most of those lucky few can expect a pressure-packed environment where academics and athletics collide in a world with heavy demands and little time. And even fewer of those who do play in this high pressure league will ever make it to the pros.

Single minded devotion to athletics among our nation's schools and colleges can lead to exploitation and abuse of the student-athlete. The result can be a sad story. Too frequently the student athlete, failing his or her courses or not carrying a full course load, exhausts eligibility, loses an athletic scholarship, and drops out of school -- with no education, no training, and only a few memories for comfort. The General Accounting Office report being released today indicates that the graduation rate of basketball and football student athletes who attend Division 1 schools is very poor. It is my understanding that at one Division I institution, the graduation rate was a pathetic 7% for students on basketball scholarships during the decade from 1972-1983.

It should not end this way. With the proper balance between academics and athletics, sports can provide the means to an education that might otherwise be unattainable. Many athletes have applied the discipline of the arena to the classroom and have gone on to useful and satisfying careers. We need more success stories built on good habits and opportunities seized.

That is why I introduced the Student Athlete Right to Know Act in the Senate. This is a consumer information bill for student-athletes and their families. Student athletes about to enter college should be consumers of education and participants in sports, if our priorities are in order. As such, they are entitled to the relevant and basic consumer information that is an essential element of an informed choice. The choice of which college or university to attend is likely to be one of the most important decisions of a young person's life. A potential student athlete and his or her family are entitled to a direct and valid answer to the question, "If I enter your college or university as a

freshman on an athletic scholarship in my sport, what are the chances that I will graduate within a year of those in my entering class?"

The Student Athlete Right to Know Act requires colleges and universities receiving Federal financial assistance to report anually to the Secretary of Education graduation rates, including the graduation rates of student-athletes broken down by sport, race, and sex. The Act also calls for reporting the proportion of students who earn a degree within five years, reported by sport, race, and sex. The information is then to be made available to high school student-athletes, their families, and high school guidance counselors and principals, to aid the student athletes as they choose the schools they will attend. The students will indicate on their Letters of Intent that they have reviewed the information and discussed it with either their high school guidance counselor or principal.

Mr. Chairman, several objections have been raised by opponents of this legislation.

Some in the higher education community say that they support the goal of the legislation but that reporting of graduation rates should be left to the schools, not legislated by the federal government. They argue that the NCAA should decide how to handle graduation rates. I agree that the NCAA should require this themselves, which is why after many years of neglect of this problem, I met with representatives of the NCAA to talk to them about releasing to the public the data they were already collecting. No action was taken by the NCAA. Now that legislation is pending, the NCAA is talking about releasing graduation rate data. Talk, but again, no action has occurred. The proposal to propose a plan at the 1990 meeting is too little too late. I have yet to see a concrete proposal from the NCAA for full disclosure of reliable, informative graduation rate information to prospective student-athletes. Even if a proposal is offered in 1990, we have no guarantee that the membership will vote to adopt it.

Each year, while the NCAA is talking, many student athletes graduate from high school and make decisions about which institution to attend with little or no information on the likelihood of their completing a college degree at their chosen institution. Secondary school principals have endorsed the Student Athlete Right to Know Act, as has the National Association of College Admissions Counselors, because both are interested in ensuring that future student athletes make this important decision on the basis of sufficient information.

Some opponents of my legislation argue that it is too hard or costly for colleges to collect the data required by this bill. Mr. Chairman, the General Accounting Office has completed an investigation for this Committee on this issue

and has found that the information we are seeking is, by and large, currently being compiled and reported with minimial time and effort. Institutions of higher education are called upon to collect graduation rates and other institutional data for many different constituencies, but I believe that potential students, particularly students who will devote much time to producing revenues for these institutions, should be specially entitled to this information.

A final criticism has been that the information is too complicated for student athletes and their families to understand, and that they don't care about education anyway. Frankly, I think that's hogwash. Mr. Chairman, I believe that it is our responsibility and the responsibility of educators to be sure that meaningful information, is available. Guidance counselors, admissions counselors, high school principals and others can help student athletes and their families understand the information. This legislation is a first step to showing student athletes, families, educators, and the athletic community that we believe that the education of student athletes is important, and that we expect them to take it seriously too.

Mr. Chairman, education is the passport to a productive and rewarding life in our society. The challenge of a college experience should not be "making the team", but preparing to be a good citizen, friend, and family member. Our student athletes must participate in sports as they pursue the primary goal of an education for life, rather than trying to obtain an education in the process of working in revenue-producing sports.

The Student Athlete Right to Know Act is one small step forward in straightening out these priorities. I seek to strengthen the role of education rather than weakening the role of athletics. I hope that an informed choice will lead to a real education and a college degree.

This legislation is the right thing to do, and it is right for Congress to do it now.

The CHAIRMAN. Next we have three very outstanding individuals who make up our next panel. The first known to many as simply the "Big O," Oscar Robertson, led the University of Cincinnati Bearcats to two trips to the NCAA Final Four and the United States Olympic Team to a gold medal in 1960. He is a 1960 graduate of the University of Cincinnati. After a long and unparalleled professional career, the "Big O" was inducted into the NBA Hall of Fame in 1980. I would ask you, Mr. Robertson, if you would join us here.

Our second panelist, Coach Massimino, has been the head coach of men's basketball, Villanova University, since 1973. He has graduated 100 percent, 52 of 52 of the scholarship basketball players who have played under him in his 16 years at Villanova. He is also the coach of the memorable 1985 NCAA Champions. We welcome you, Coach, and would ask you to join us.

Our third witness is Bob Hurley, who is the coach of St. Anthony's High School boys' basketball program in Jersey City. St. Anthony's was ranked as the number one team in the Nation last year so Coach Hurley knows all about having college recruiters at his door. And we would ask the Coach if he would join us.

Senator BRADLEY. Mr. Chairman, if I could I would like to also say that Coach Hurley does not have a home court. All of his games are away. So that adds another dimension to his achievement.

Senator ADAMS. Mr. Chairman, I apologize for leaving for a few minutes. I have the Appropriations Committee meeting, and I know the members share an interest in that, too. I apologize, gentlemen. I hope to be back as soon as possible after I do this other duty.

The CHAIRMAN. Fine. Thank you. Mr. Robertson, we note that you led your school to two national championships. Even Bill Bradley did not do that, but we are glad to—we look forward to your testimony, and we are grateful to you for taking the time joining with us. If you would proceed.

STATEMENTS OF OSCAR ROBERTSON, RETIRED PROFESSIONAL BASKETBALL PLAYER, NATIONAL BASKETBALL HALL OF FAME INDUCTEE, CINCINNATI, OH, ROLLIE MASSIMINO, COACH, VILLANOVA UNIVERSITY MEN'S BASKETBALL, VILLANOVA, PA, AND BOB HURLEY, COACH, ST. ANTHONY'S HIGH SCHOOL BOYS' BASKETBALL, JERSEY CITY, NJ

Mr. ROBERTSON. I must correct something. I did not lead my team to two championships. But we were there. We were in the pew, but we did not get across that hurdle. But I am here to support the Student Athlete Right-to-Know Act. I think what has happened here is that a few colleges are sort of leaving a bad situation for all of the rest of them.

I think there are a lot of colleges around America that are trying to do the right and correct thing when it comes to student-athletes. But there are a few who are not, and as was stated in the testimony before, I think money has a lot to do with that. My own personal history with this is that I attended the University of Cincinnati, and I graduated in 4 years. But during those days, it was the situa-

tion where you could not duck a subject. If you were in the school of business or marketing or whatever, that is what you had to do. You had to take those courses.

But I think today's courses will circumvent this by putting kids in situations where I read about a midwestern school who had kids in basket weaving and what not, and these kids were all All-American football players. Now you have a situation in college where you have a one year scholarship renewable every year, which I think is a bad situation because I think it leads to situations where people will often get rid of a kid which will often higher the graduation rate.

The 5-year plan is something that it is going around because you want a stronger athlete. And this means you want a kid who is much better able to help you produce revenue for the school. And the situation I see also over the years is that kids who go to school, student-athletes who do not graduate, they get involved in jobs that are almost embarrassing such as they teach kids to deal 5-card stud; they are busboys; they work in recreational centers around the cities; and I think after all the years they put in and the glamour that they receive from a sport, I think this is very demeaning. I think a lot of coaches and presidents also as well should take advantage, should be accountable for these situations.

They are accountable for the money that the schools produce but not accountable for the people who produce the money. The degrees are very important. It is not the end of the world as far as what you are going to do for the rest of your life. As was stated before, many, many players do not make pro basketball or pro football or baseball. But I think there is a life after that. And I think that we have to understand that NCAA is an organizing body that has not done an adequate job with the situation. What is wrong with a college telling a kid that we graduated 100 percent of our students or 85 percent or 90 percent?

They are doing these things because they want to keep these great athletes coming to the schools. ACT and SAT tests are situations where maybe some kid should not be going to certain schools. You see this situation all around the country. Just in the Midwest a kid has been disqualified from participating in Division III basketball, Division I basketball I should say, because he was actually caught cheating on one of these SAT tests.

I think when the coaches, presidents who are also captain of the ships who should be held accountable, involved in these situations where they are to monitor the situation, they cannot get away from that situation altogether. And coaches are sometimes all too powerful for a lot of the schools in situations, and they cannot do anything with these coaches, these presidents and sometimes NCAA.

So I think that this Right-to-Know Act is something that is really needed because if it is not, you are going to have a lot more situations where a young man goes into a restaurant and cannot read a menu. A lot of kids today who get out of school and once their basketball career is over, if they do not invest their money wisely will have nothing to do.

The CHAIRMAN. Very good.

Coach Massimino.

Mr. MASSIMINO. Thank you, very much, Mr. Chairman. Chairman Kennedy, members of the committee, on behalf of Villanova University, I express my appreciation to the committee for allowing me to appear before you to discuss the graduation rate at Villanova University, and the methods we use to ensure our success.

I have condensed my report I have already submitted, and will touch on some of the important points. Methods used to accomplish this include: number one, paying careful attention to recruiting a hardworking student-athlete, monitoring each athlete's academic progress from his freshman year to graduation, cooperating between the academic faculty and the athletic staff, instilling academic pride within the student-athletes through the concept of family, which heightens the student's desire to succeed in a classroom as well as on a court, and finally institutional support for an athletic program that reflects the philosophy admission of Villanova University.

The process begins with recruiting. Let me first state that we have recruited athletes who have had SAT scores that have ranged from 700 plus to 1200 plus. Prior to Proposition 48 we graduated a few students who scored below 700. We feel their SAT scores are not as important as their work ethic. During my tenure, the basketball program has successfully graduated 100 percent of our student-athletes, 52 out of 52 of our student-athletes.

In accordance with the University's mission statement which reads: "Villanova attempts to enroll students with diversified social, geographic, economic and educational backgrounds. Furthermore, in utilizing its financial aid resources to help achieve this diverse student body, Villanova recognizes its responsibilities to use part of those resources to assist the economically and educationally disadvantaged."

We have recruited a variety of student-athletes. The importance of academics is first emphasized during a recruit's home visit where they, Senator Bradley, are allowed to ask various questions regarding your institution. It is at this time that we lay the groundwork for academic success. We stress the word "identity" to this recruit, not as it relates to the court but how he will develop as a whole person if he chooses to go to Villanova.

Extending this, the word "identity" to us is one of a family. The article that was submitted to you "No Class, No Play," in your booklet reiterates our commitment to academics. There was back a few years ago a few of our seniors who did not hand in a paper to one of the professors, and it was very, very easy for me to say that if that paper was not done in 2 days you will not play your final game at Villanova University which was senior night which is a very, very big thing at Villanova where parents attend, and we bring them out and things are administered in a very, very glamourous kind of environment.

Obviously, needless to say, those papers were in. Once a student arrives at the university, we ensure his success in the classroom by following what we have established as our Ten Commandments. These steps include, and I would just summarize them very quickly, the academic booklet, professors list, introductory letter to the professors, progress letters, weekly academic reports, mandatory

study halls, academic advisors, academic records, smaller classes, summer school not for getting behind but to go ahead.

We feel that collectively these factors give the student an ample avenue for success. 17 years ago when I came to Villanova University one of my priorities was to establish a trust between the basketball program and the academic program. With the help of Dan Regan, our present academic adviser, we developed an academic support system for our basketball program which today is used throughout the entire athletic department.

I can remember 17 years ago, I was getting players up at two or three o'clock in the morning so that they would understand what it really takes to study. At this time it becomes very, very easy because everyone knows what they have to do. Presently, there are three full time faculty members who serve as academic advisers and a host of interested faculty members who serve as liaisons to the athletic department.

At Villanova, the athletic department has established a mandatory study hall and tutoring program for anyone achieving less than a 2.3 grade point average. The NCAA requires the student to achieve a final standard of 2.0 which is a C grade point average for eligibility. Proudly our basketball team's cumulative GPA was ranked from 2.5 to 3.1, keeping us well above the accepted NCAA standards.

Cooperation between the athletic program and administration, faculty and deans, is the key to our success. Likewise, discipline is an integral part of our basketball program. Our concept of family allows us to demand a little bit more from each student. The major focus of our philosophy is to be a good person rather than be a great basketball player. Everyday before practice I take a few minutes to take something from the news media that particular day or something that happened during that particular day to talk about life that occurred throughout the world.

We have instilled discipline through our pre-season 6 a.m. workouts, our extra hours of mandatory study hall before finals, visiting with the physically and mentally handicapped, curfews in summer school. This is accomplished because we believe in the family lifestyle as well as dedication and perfecting oneself, in helping each other and in honoring our university. We receive approximately 15 phone calls each week from our former players, and at Christmas time I spent two or three, and now it is getting longer because there are over 50 of them, calling each and every one of our student-athletes up, our former student-athletes up, just to say "Merry Christmas." This is our commitment which should extend throughout his entire life.

The pot of gold which is attached in your booklet illustrates each graduate, the degree earned, and what he presently is doing in his career. We have engineers, we have lawyers, we have accountants, we have arts majors. And we also have professional basketball players. Success breeds success, and we feel that the current players through continued communication with successful graduates are encouraged to obtain these same goals.

In conclusion, the administration supported our philosophy by evaluating my success not by only win's and losses but also on our victories in the classroom. Unfortunately, there are some coaches

who are evaluated by their administration, alumni and community solely on games won. I feel that athletic programs throughout the country would benefit if all institutions would establish the philosophy of academics first. I have faith that my fellow coaches given that same opportunity and support that I have been granted can achieve similar academic accomplishments.

All players should be given this opportunity for academic success. If S. 580, the Student Athlete Right-to-Know Act, can shift the pressures from the victories in the athletic arena to the victories in the academic arena, then I am in favor of it. Therefore, I challenge institutions across the country as I have challenged my athletes to dare to be different, to find a way that they can be the best they can be so that they can be something special.

It was kind of ironic this morning, as Chairman, you said my daughter did have her baby, a beautiful baby boy at 3:40 this morning, and I listened to Larry King most of the night when I am worrying about winning or losing the next day, whose guest was Bob Keeshan, formerly known to many youngsters as Captain Kangaroo. And people were asking him various questions about how they should develop their children, and it is so apropos and ironic as said that two of the things that all parents should teach their children was, one, that they should establish high self-esteem about each and every youngster. And second, they should try to teach them and tell them that they can become whatever they want to become, and that is what it is all about. Thank you very much.

The CHAIRMAN. I wonder if we could legislate you, Coach? I think that would be good.

[The prepared statement of Mr. Massimino follows:]

PREPARED STATEMENT OF ROLAND V. MASSIMINO

Chairman Edward M. Kennedy, members of the committee. My name is Roland Vincent Massimino. I am the Head Men's Basketball Coach at Villanova University in Pennsylvania. On behalf of Villanova University, I express my appreciation to the committee for allowing me to appear before you to discuss the graduation rate at Villanova University and the methods we use to ensure our success.

I have been the Head Men's Basketball Coach at Villanova University for the past 17 years. Villanova University is an excellent academic institution. We recruit young men and women who have the discipline and self-esteem to do what it takes to succeed in a challenging academic environment.

The graduation rate of student-athletes at Villanova has been at least 87% for the past five years. (At the same time, the graduation rate for all students has been 85.6%.) During my tenure at Villanova University, the Basketball Program has successfully graduated 100% (52 out of 52) of our student-athletes.* The methods used to accomplish this include: paying careful attention to recruiting a hard-working student-athlete; monitoring each athlete's academic progress from freshman year to graduation; cooperation between the academic faculty and athletic staff;

*This figure does not include the 5 students who left Villanova University in good academic standing to transfer to other academic institutions.

instilling academic pride within the student-athlete through the concept of family which heightens the student's desire to succeed in the classroom as well as on the court; and finally, institutional support for an athletic program that reflects the philosophy and mission of the university.

The process begins with recruiting. Our coaches must recruit hard-working student-athletes whose priorities and personalities will enable them to succeed at Villanova. For 17 years, we have chosen students from a variety of social, economic, and scholastic backgrounds in accordance with the university's Mission Statement which states:

> "...Villanova attempts to enroll students with diverse social, geographic, economic and educational backgrounds. Furthermore, in utilizing its financial aid resources to help achieve this diverse student body, Villanova recognizes its responsibility to use part of those resources to assist the economically and educationally disadvantaged ...".

The athletic program is one of several ways in which the university attempts to achieve this goal.

The importance of academics is first emphasized during the recruit's home visit. It is at this time that we lay the groundwork for academic success. We stress the word "Identity" to a recruit, not as it relates to the court, but how he will develop as a whole person if he chooses to go to Villanova. We live by the rule: "No Class, No Play". We give the high school athlete an article (see attachment 1) that outlines this theory to be sure he understands his responsibility if he is to become a Villanova student.

Once a student arrives at the university, we make a total commitment to the student-athlete to ensure his success in the classroom. We have developed our "Ten Commandments" toward graduation. These steps include:

1. THE ACADEMIC BOOKLET - This contains daily class schedules and personal information on our players so that we can contact them anytime during the day.
2. PROFESSORS LIST - This contains the professors extensions and the course they teach along with the players in their class. This list proves very helpful in keeping track of our players' progress. We try to check with the professors every two weeks to ascertain the students' progress.
3. INTRODUCTORY LETTER TO PROFESSORS - In this letter, we request professors' office hours and familiarize them with the players in their class. This is sent at the beginning of each semester. (see attachment 2)
4. PROGRESS LETTER - This letter is sent out in the middle of each semester. The professors are asked to report each players' grades, how many classes they missed during the course of the semester, and general comments on their classroom performance. (see attachment 3)
5. THE WEEKLY ACADEMIC REPORT - This report is kept on each basketball player. This is a weekly academic form that provides us with an organized approach so that we are able to keep abreast of our players' weekly progress. Any missed assignments or classes are recorded

on this form so that, if possible, they can be made up. (see attachment 4)

6. MANDATORY STUDY HALL - This requirement pertains to all players except seniors. It requires them to come to study hall Monday through Thursday from 7:00 to 9:00 PM to do the work that has been assigned to them in the classes. Here they can meet with tutors and seek any academic help they might need.

7. ACADEMIC ADVISORS - Three full-time faculty serve as advisors to assist all athletes. Their job is to help our players with their schedules and keep the basketball coaches aware of any problems that the student-athlete might be facing in his classes. Unlimited tutoring is also available.

8. ACADEMIC RECORD - This is a complete record on all our players so that we know they are taking the necessary courses and requirements towards graduation in their program. This helps our academic advisors set up our players' schedules for the coming year. (see attachment 5)

9. SMALLER CLASSES - The average class size is 25 students. Faculty to student ratio is 1 to 12. This allows for more personal attention.

10. SUMMER SCHOOL - A commitment to education does not end at the conclusion of a normal academic year. Our student-athletes gain additional credit towards graduation during

the summer session which enables them to have flexibility in their schedules as they earn their degree. Let me point out that our student-athletes forgo high paying summer jobs so they can attend summer school to get ahead, not because they have fallen behind.

We feel that, collectively, these factors give the student an ample avenue for success.

Certainly this process would not be possible without the full cooperation from the faculty and administration of Villanova University. When I came to Villanova 17 years ago, one of my priorities was to establish a trust between the basketball program and the academic community. With the help of Dan Regan, our present Academic Advisor, we developed an academic support system for our basketball program which today is used throughout the entire Athletic Department. Presently, there are three full-time faculty members who serve as academic advisors and a host of interested faculty members who serve as liaisons to the Athletic Department. Together with the coaches they monitor each student's progress and alert students when they see potential problems. The NCAA requires the student to achieve a final standard 2.0 GPA for eligibility. At Villanova, the Athletic Department has established a mandatory study hall/ tutoring program for anyone achieving less than a 2.3 GPA. This has provided an atmosphere in which the university demands better than the "minimum". Proudly, our basketball team's cummulative GPA historically has ranged from a 2.5 to 3.1, keeping us well above the "accepted" NCAA standards. Additionally, we have never

had any student-athlete academically ineligible to participate. Cooperation between the athletic program and the administration, faculty, and deans is the key to our success. This cooperation is the pleasant result of our "Academics First" policy.

Discipline is an integral part of our basketball program. Our concept of "family" allows us to demand a little bit more from each student-athlete. We want each student to develop a positive self-image so that he has the confidence to succeed in all aspects of life. We do not make basketball and winning games the major focus of our philosophy. Peer pressure within our program centers on being a good person rather than being an NBA superstar. We have instilled discipline through our preseason 6:00 AM workouts, our extra hours of mandatory study hall before finals, visiting the physically and mentally handicapped, curfews and summer school. This is accomplished because we believe in the family life-style, as well as dedication in perfecting oneself, in helping each other and in honoring our university.

The basketball family extends beyond the players presently attending Villanova. We are in contact with our players after graduation as well. We receive approximately 15 phone calls each week from our former players. At Christmas time I sit down and call each one to see how they are doing. This reinforces our commitment to a student-athlete not just during his four years at Villanova, but throughout his entire life. We are happy with their success not only on Graduation Day, but we take pride in what they

accomplish after they graduate from Villanova. We have established the "Pot of Gold" (see attachment 6) to chart each graduate's progress.

Every active student-athlete observes these relationships. Each knows that our interest in their success is sincere and not simply a matter of what they can do to give us a winning team. Success breeds success and we feel the current players, through continued communication with successful graduates, are encouraged to obtain the same goals.

In conclusion, the administration has supported our philosophy by evaluating my success not only by wins and losses, but also on our victories in the classroom. Unfortunately, there are some coaches who are evaluated by their administration, alumni and the community solely on games won. I feel that athletic programs throughout the country would benefit if all institutions would establish the philosophy of "Academics First". I have faith that my fellow coaches, given the same opportunities and support that I've been granted, can achieve similar academic accomplishments. All players should be given the opportunity for academic success. If BILL S.580 "The Student Athlete's Right to Know" can shift the pressures from victories in the athletic arena to victories in the academic arena, then I'm in favor of it.

Therefore, I challenge institutions across the country, as I have challenged my athletes, "To Dare to Be Different"' "to Find a Way"; and to let the athlete "Be Someone Special" and succeed in the classroom.

Dear Professor:

As basketball coaches, we are interested in the total development of our players, not only athletically, but more importantly academically. The first goal of any Villanova basketball player is to graduate, and we feel that we are as responsible in this area as we are for their performance on the court. Therefore, we feel it is imperative that we stay in contact with the individual's professors about our players' academic progress.

Toward that end, we would appreciate it if you could indicate on the enclosed card your office hours and return it to us in the basketball office at your earliest convenience.

Thank you for your cooperation in this matter.

Sincerely,

Roland V. Massimino
Head Basketball Coach

John Olive
Asst. Basketball Coach

Tom Massimino
Asst. Basketball Coach

Jay Wright
Asst. Basketball Coach

SAMPLE OF ENCLOSED CARD

NAME OF PROFESSOR _____

LOCATION OF OFFICE _____

TELEPHONE EXTENSION _____

OFFICE HOURS _____

Villanova University
Basketball Office
Villanova, PA 19085

Telephone
(215) 645-4140

Dear Professor:

As indicated earlier to you in the semester, we feel a periodic check of our player's classroom performance and academic progress is necessary so that basketball will not adversely affect their studies.

We would appreciate your cooperation in this matter. Would you please indicate the approximate grade, test scores, cuts and other information and appropriate comments

Should you feel any immediate concern is necessary, please call us at extension 4140 at your earliest convenience.

Thank you for your cooperation in this matter.

Sincerely,

Roland V. Massimino
Head Basketball Coach

John Olive
Asst. Basketball Coach

Tom Massimino
Asst. Basketball Coach

Jay Wright
Asst. Basketball Coach

STUDENT'NAME	COURSE	GRADE(s)	CUT
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Villanova University
Basketball Office
Villanova, PA 19085

Telephone:
(215) 645 4140

NAME _____

ROOM _____

PHONE # _____

SUBJECT:

PROFESSORS OFFICE HOURS

NAME	TIME

VILLANOVA BASKETBALL SQUAD - ACADEMIC SCHEDULES

NAME:_____ SCHOOL:_____

	COURSE/DATE		COURSE/DATE
Religion		Accounting	
Social Science		Business Law	
Philosophy		Business Adm.	
English		Statistics	
History		Math	
Science		Art	
Language		Other Electives & requirements	
Speech			

The CHAIRMAN. Coach Hurley.

Mr. HURLEY. Chairman Kennedy and the committee, I would like to thank you for giving me the opportunity to speak today. I would first like to tell a story about Villanova University. One of my young men, Kenny Wilson, graduated from Villanova this past June, and about a year and a half ago prior, I guess to his junior year—Kenny is one of 12 children that grew up in a household in Jersey City. He is the only one in his family to graduate from college. Coach Mass had one of his assistant coaches call me to ask me if I would talk to Kenny because Kenny's goal in life no longer was to play professional basketball. It was to work on Wall Street.

And when the coach would want to get the kids in the gym before the season, Kenny would come into the gym but he did not have the fire that Kenny had when he had graduated from high school. So I called Kenny up and I said, Ken, you have got to do me a favor. I know that Coach has done such a good job right now with straightening out the priorities that you got to say to him you are going to work—you are going to play in the NBA for a period of time, and after you get bored with it, you are going to work on Wall Street. And I was very happy that that is the way Villanova had changed a young man from a town where to play in the NBA would be the single-most important thing in a kid's life.

I would like to tell you from a high school standpoint, it is an extremely difficult thing to be a high school coach and be able to take a kid through the recruiting process. I think it is a situation where you have to rely on the people that are going to recruit the young man. So if it is an institution like Villanova and it is a coach like Rollie Massimino, you can feel assured that based on what he is doing with the young man that this kid has got a chance to graduate. In a lot of situations, you are not going to be able to find that.

It takes experienced high school coaches to be able to sort out the recruiting stories from the recruiting facts. And I know that early in my career as a high school coach, I have been fortunate to have nearly 40 young men accept major college scholarships that I was myself was intrigued by some of the names in basketball. But as time has gone on, we have been able to look through the veneer and find that the crucial thing is what is going to happen to this young man when he graduates from college?

So what we have done ourselves is put in a plan where because the families are going through this for first time, I stay very involved in the recruiting process. We keep all of the home visits for the young men at St. Anthony's are done in my home, and we invite the parents to come to my house with the young man when the colleges make their presentations of scholarships.

Last night we had two of these presentations at the Hurley household. Part of the thing we want from them right now is to know what is going on with the young men. And the coaches are tremendously evasive, not the ones that are coming in now, but in a lot of situations if you ask a coach what is the graduation rate, number one, he is going to blame the previous coach. And in the coaching ranks, and Coach Massimino alluded to it, there is such a bouncing around going on right now because of the importance of winning at the college level that the coaches themselves feel a real

significance in recruiting the right kids, and they have got to say the right things to those young men.

So as the process goes on, sometimes we find that everyone who has played basketball at an institution anywhere from 5 to 10 years is still pursuing his degree at that university, and I have a hard time believing that guys in their late 20's are still on campus bouncing around though my own experiences in college were there were some very good experiences, and I can see myself spending a lot of time at college, but I do not know if I would want to spend 10 years working on my degree.

That has been one of the problems. You cannot get a straight answer in terms of how many people have graduated and the blame generally falls on everybody but the institution. I think the institution has to be held responsible for this because the coaches are in their employ. Now I think having the rate as the official part of the scholarship letter puts some emphasis on the schools in terms of doing this, but I think it also gives the young men when they pick up the scholarship letter, which is the single-most significant thing that is going to happen to them to this point in their life when they sign that letter, right there in black and white is the rate of graduation.

And if a young man signs a scholarship letter reading that the graduation rate is 20 percent, then he is responsible if he falls through the cracks and becomes one of those 80 percent who do not graduate. But I would like to think if there is some guidance and the family reads this and realizes that only one of five is going to graduate, they are going to be inclined to take another look and demand some answers from the coach and from the institution, which I think is what it is all about.

Now from my standpoint, I have been at St. Anthony's for 17 years. I have won 13 State titles in New Jersey. We were last year ranked number one in the United States. We have won 50 games in a row. We have had over 30 kids accept Division I scholarships. I have had one player play in the NBA, David Rivers, who is with the Minnesota Timberwolves. So everyone else who has played at St. Anthony's, it has been a game; it has been an opportunity to do something that they enjoy, but what is going to happen 4 years after they leave me, and what is going to happen for the next 20 or 30 years of their lives? That is what we are most concerned with.

And as a high school coach representing the high school coaches, I am sure, around the United States we would like to see when the young men leave us, they come back like Kenny Wilson came back. And I recently saw Kenny, and Kenny is going to be traveling with the Globetrotters to Europe to do some traveling for the educational experience, and he has got two interviews coming up over on Wall Street in the fall. I think that is what it is all about. And I think if we are looking for the amount of kids that are going to play basketball, I am entertained by the fact that my son Bobby is going to be playing at Duke University this year, but more as a parent, I like the idea that he is going to graduate from Duke University with a quality degree. Thank you.

The CHAIRMAN. Thank you. Excellent. Mr. Robertson, I just have some quick questions. What has education really meant to you? How important is it? Outstanding, one of the really true great ath-

letes of all time, not only in basketball but just generally. But obviously you have had success not only on the court but afterwards. What has the education meant to you? How important was it to you, and how important do you think it is?

Mr. ROBERTSON. It is very important to me. At the University of Cincinnati when I went to school, as I said before, we were put into courses where you could not duck anything. We had a coach, as Coach Massimino said, he made sure that you had to go to class. If you did not go to class, you did not stay in school. Through the years education has been so important because it is the basis for all your business and your social contacts, meeting people and talking to them on their own levels and what not. It is not the end of the world because a lot of people who are very, very successful do not go to college. But I think when I talk to young people, I think it is a way out for them.

It is a way for them to get out of a situation that they are involved in because in the future it is a screening device, education. And the things you learn sometimes does not always come out of a book. But I think for us in our country today with all the ills of the world, education has got to be the way that we have to get it done. And I am so happy that I was able to go to Cincinnati, Ohio where Senator Metzenbaum is from because I think during those days everybody graduated. It was not a situation where you had kids in school 5 years, coming back the sixth year to graduate.

But for me, education was the utmost for me. My parents preached that to me from the time I started in high school, even before that really.

The CHAIRMAN. Coach Massimino, you show that it can be done. Why is it that some coaches can do it and others cannot? Or other schools do not?

Mr. MASSIMINO. Well, I only can talk about our shop, Mr. Chairman. And I think it is the lure of the glory that is involved. I think the opportunity of winning the National Championship is at stake. The pressure put on by the alumni is incredible. But I think it is a matter of commitment. And I think every young person—I do not care if he is an athlete or she is an athlete or not—want to be disciplined. And it becomes very easy that if you tell them either you go to class and do what you have to or you do not participate in the debate club, or in the band or any other kind of extracurricular function. And I think we as coaches see because I think because maybe I somewhat solidified. I am a little bit older. It becomes a little bit easier.

But I can remember 17 years ago when I first started, when I was taking Valium because I was so nervous, and a fairly successful high school coach and a fairly successful assistant on the collegiate level at the University of Pennsylvania, and then all of a sudden, I mean it just kind of explodes. But I went in to my private inner sanctum and said we are either going to do it or we are not going to do it, and we are going to do it my way because every single player that I coached in high school in 4 years went to college, somewhere, someplace. I do not care where it was, but that was my commitment to them.

And I think it is part of responsibility. As Coach Hurley has said, and he does that, and works very, very hard at it, to make sure that this happens.

The CHAIRMAN. Let me ask Coach Hurley, has it gotten more difficult for the young athletes to make choices in terms of their whole educational future, do you think now?

Mr. HURLEY. Well, from my experience, I think the kids are starting to look at the failures in our society, and they are numerous, even in their own town. In Jersey City, there are many kids with the athletic ability of a Kenny Wilson or a David Rivers who are on the street corners, and they understand that it is a game. I think the kids like the opportunity to go away from Jersey City, and Coach Fury at St. Peter's College, who is a good friend of mine, he has to struggle with the fact that in a lot of situations it is very good for a kid to get out of the environment that he is in, and get into an entirely different environment.

So I have a great friend there who is not going to be able to recruit a lot of our players because in a lot of inner city situations a kid's education will continue when he's exposed to a different, entirely different element in his life.

The CHAIRMAN. Do you think this legislation is important and will be important to young people, young athletes who you have coached?

Mr. HURLEY. Well, it is a direction that we need to head in. You know like my own personal program is that I am on top of this, and I have a pretty good idea of who is doing what. But in numerous situations right now, kids make decisions based on the wrong reasons. It might be something like the style of play in college may be the determining factor in where a kid goes to a college in terms of basketball, or it may be the amount of people that play in the arena or the amount of games on television, and you are left 4 years later perhaps with not a quality degree and the job opportunities that would come with a quality degree.

The CHAIRMAN. Very good. Senator Metzenbaum.

Senator METZENBAUM. Oscar, I do not have any questions for you, but I just want to say that I am proud of the fact that you are here, and I am proud of the fact that you are such a superb community leader. You are a real role model in Cincinnati and in Ohio, and I am very proud of my own relationship with you, but I am more particularly proud of the fine job that you do as a community activist and a very successful businessperson. And it just warms the cockles of my heart to see you here today and to continue to know of your great successes. I am happy that you are here with us.

Coach Massimino, your team's success shows that you can win games and get a good education. When coaches get together do you ever talk about this question of the pressure of the administration, the pressure of the graduate body, the alumni? Is this a subject that——

Mr. MASSIMINO. Very often. Very often. I think that is one point that worries coaches more than any. I mean just this particular year there were two or three coaches that were very successful for the past 25 years and were fired, were fired because they did not win the last 2 years. That is mind-boggling to me. I mean everyone

is not successful at what they do 100 percent of the time in any walk of life.

And it is only a game, and I treat that as only a game, but that is the problem because of the thrust of winning and the importance thereof causes these situations to happen. That is why the idea of exposing the percentage of graduation and any other kinds of data to me is very, very simple and very, very easy.

Senator METZENBAUM. Thank you. Coach Hurley, how many coaches provide the information on graduation rates voluntarily?

Mr. HURLEY. Well, again, I think because of the amount of time I have been involved in it, the kind of schools that come in to recruit my young men now know coming in that this is a priority with us. In a lot of situations, and I had two schools at the house last night, you are not going to get statistics from them right now. Both situations last night the coaches came in and had taken over for other coaches. So the answer I received from both schools, and I think both schools are going to be okay as far as this issue. I think both schools used a previous coach as the reason why the success rate is not as high as it should be right now, and I think the institution should be responsible for that regardless of the amount of coaching changes.

Senator METZENBAUM. Thank you very much. Senator Durenberger.

Senator DURENBERGER. Mr. Chairman, thanks very much. This is such a frustrating subject. I was born back in the middle of a recession to a small college athletic director/coach, football field grass-cutter/basketball floor scrubber. Nobody ever heard of assistant coaches. I learned every 4-letter word there was in the books in the locker rooms as I grew up with my father.

But I also learned what I have heard in the testimony here today about the value of an education and athletic ability really being a part of an education, and the values that you learn from team and individual sports are part of the education you carry over throughout your life. And so it is a frustration to see what is going on today. During the half-time of the football game Sunday in Minnesota, and thank you, Bob, for David Rivers. I am sure he will make a large contribution to the Timber Wolves. But during the half-time of the football game while the Vikings were handing it to the Oilers, I went up and visited with Clem Haskins, head coach for the University of Minnesota basketball team, about this very topic. Here is a guy who had some unusual amount of success in the finals last year.

He is facing an incredible amount of all of the pressures you all talked about this year because he has got most of those folks back playing again, and I just thought I would explore with him some of the kinds of issues that you have been talking about today. And I think his frustration, you have all expressed. His situation is complicated by the fact that he is a part of an athletic program at Minnesota which is experiencing many of its own problems right now.

So his life is just a little bit more complicated than a lot of other people's lives. But talking about the kids, I guess one of the conclusions we came to is that a lot of these young people are approaching, say basketball as an example, much the same way their parents are approaching lotteries. I mean the notion of a lottery is just

sweeping the country. It is an opportunity for the have-not's to have. And all you got to do is plunk down a buck or spend a little time out on the court or whatever the case may be, and maybe you are the one that can make it.

And I told Clem that I think I understood that, and that I had just hired as a receptionist in my office the Gopher's 1986 basketball captain who is the only person on the 1986 team to graduate. And that dichotomy I really have a hard time. I understand that in hearings like this, and in bills like the proposal before us, basically are used to get information and focus public attention on situations like this, but I still find it very difficult to accept.

But we are probably dealing—maybe, Bill, you are the expert on this. We are dealing with something that is such a part of our society here in the 1980's and into the 1990's, that there are not any real easy answers for changing it. You just don't change the NCAA rules or something like that and automatically you change people's values. If I am wrong about the lottery comparison, I would appreciate somebody else's reaction. But that is kind of what Clem and I talked about as we were visiting with his difficulties as a coach and the institution's difficulties in putting these 18 year old's approach to education and sports in the kind of perspective that I understand you would like to put it.

Mr. ROBERTSON. I would just like to make one comment about that, Senator Durenberger. When I was in high school, I had a coach named Ray Crow. And he said that if you did not pass all your subjects you did not play basketball. He said if you created any problems for anyone at the high school you did not play basketball. So I think we have to start at a point with these young 18-year-old kids, maybe it is before you get to college. Obviously it really is because unless we have some kind of conscious about what we are doing ourselves, parents as well as—I think it is everyone's responsibility really.

It is not only when it gets to the coach. I think sometimes it may be too late. But this is what our coach did for us at Indianapolis, Indiana at Christmas Edas High School.

Mr. MASSIMINO. There are agents now on a high school level. I mean it is getting absolutely absurd. And I totally agree with what Oscar just said. Bobby starts with his young people at the freshman level. But I think it should even go back before that where they should know their responsibilities. As we talk about drugs and alcohol, you talk about playing the game of basketball as compared to playing the game of life. I think it is very, very important that they know because once they become freshmen, there are coaches writing kids in the seventh and eighth grade level at this stage. Who is to know how good or bad that individual is to be? So it really should begin on the junior high level, and then once they get to senior high school, then they have some sort of idea and responsibility.

Because when we go to see student-athletes in their home, there might be three or four or five other people that are surrounding this youngster to make a decision, and as Bill said, and I guess Bob said, that they choose a school for the wrong reason. That is absolutely true. Because people are telling them why and why not. And

these young people do not have the wherewithal, the faculties to understand the kinds of commitment.

Mr. HURLEY. One of the things we implemented at St. Anthony's about 5 years ago is we have a two subject rule. And if a young man flunks two subjects in a marking period, he is immediately removed from any athletic team in school until the end of the next marking period. And the freshman year it has tremendous impact. Because we are now in the first marking period of freshman year. For probably about 10 or 15 kids that consider themselves athletes, and they have never had a rule in their lives before to take a sport away from them, and what is going to happen to us around the first week in November is harsh reality is going to set in because four or five of those kids—this happens every year at St. Anthony's—are all of a sudden going to have the sport taken away from them.

They are going to run to the teachers to find out why they flunked, and they are going to find out it is because they have not handed in assignments. They did not go home and do homework. They were unprepared in class, and they did not participate. So at least we think in the first marking period of freshman year, it rings a bell for the first time. But I very much agree that a big part of the problem is that a lot of the kids, particularly in our school system in Jersey City, they just have not studied on a regular basis through grammar school, and we are getting them in freshman year, and we are trying to double up the amount of time to catch their academic part of their lives to catch it up with the athletic part because the athletic part quite often at St. Anthony's is the most uncomplicated part of the whole process.

Senator DURENBERGER. Thank you.

Senator METZENBAUM. Senator Bradley.

Senator BRADLEY. Mr. Chairman, thank you. Mr. Chairman, I just want to make certain that part of the record will include testimony that has been submitted to the committee by the National Association of College Admissions Counselors and the American Association of Counseling and Development and Bruce Mallette of North Carolina State University.

Senator METZENBAUM. Without objection, it will be included in the record.

[The prepared statements of the National Association of College Admissions Counselors, and American Association of Counseling and Development follow:]

Prepared Statement of the National Association of College Admission Counselors, Russell J. Ryon, President

The National Association of College Admission Counselors, which has 4,500 secondary school counselors and college admission counselors and officers at public, private and parochial institutions across the Nation, is pleased to support the Student Athlete Right-to-Know Act.

We adhere to the concept that the more information that is available to students and their families, the better their decisions will be regarding college admission. This is particularly important when the student is a good athlete with every expectation of playing on a college team. If they are aware of the record of athletes in their particular sport they will have more information on which to make their choice of educational institution. This is especially true in the revenue-producing sports. Our counselor members, in particular, think that it is not too much of a burden to ask that colleges provide:

- The graduation rate for students who receive athletic scholarships, broken down by sport, race, and gender;
- The graduation rate for all students broken down by race and gender;
- The number of students who received athletic scholarships and earned academic degrees, broken down by field of study, type of academic degree received, and sport for those who took both 4 and 5 years to graduate;
- The number of students who earned academic degrees, broken down by field of study and type of degree earned by those who took both 4 and 5 years to graduate; and
- The amount of Federal assistance received by students who participate in intercollegiate sports.

We are especially pleased with the provision in the bill that requires the letter of intent to contain a statement that the student discussed this information either with the high school counselor or with the high school principal before making an admission decision.

Naturally, if this was now being done on a voluntary basis by our colleges and universities, or if it was a requirement of the various athletic associations, this bill would not be necessary. Also, our members understand the reluctance of many to introduce a Federal presence in this matter. But the fact is that, in many cases, student-athletes are being used by institutions and are not receiving fair value for this use of their talents: a valid and earned degree that will prepare them for a productive life. It is hard for the outstanding high school athlete to recognize the fact that only a very few go on to professional teams and that even fewer earn the kind of pay that makes newspaper headlines.

Our concern is for students, their education, and their contributions to society. To that end, there are a number of other suggestions that deserve consideration in further hearings regarding the linkage between college athletics and higher education. Serious suggestions have been made regarding freshman eligibility, the length of sports seasons, and the accountability of schools toward their student-athletes. For now, however, we support the bill before you and urge its adoption.

Prepared Statement of the American Association for Counseling and Development, Dr. Patrick J. McDonough, Executive Director

Mr. Chairman, my name is Dr. Patrick J. McDonough and I am the executive director of the American Association for Counseling and Development. We appreciate the opportunity to share with you and the Committee on Labor and Human Resources, our views in regard to S. 580, the Student Athlete Right-to-Know Act.

AACD is a 56,000 member organization comprised of counselors and human development professionals who work in various settings including our Nation's secondary schools and college campuses. Along with two of our divisions, the American School Counselor Association and the American College Personnel Association, we stand in support of the Student Athlete Right-to-Know Act.

Our members are at the frontline of helping young people to make choices which will maximize their educational and career aspirations. Mr. Chairman, S. 580 can be of great value in assisting young people, namely the student-athlete, to make the type of informed choices which are necessary if they are to truly reach their full potential in life.

It is a tragedy when young people miss opportunities and are prevented from becoming fully productive and contributing members of American society. An added disgrace is when a student has a gift, whether it be in academics or athletics, and is unable to reach a stated goal because he or she is lacking the information necessary to make an informed decision.

It is obvious to those of our members working directly with young people, that one cannot assume that the student's family alone will be able to give him or her the direction and guidance necessary to making an informed decision in regard to postsecondary education. Better information is needed in order to make better choices, and S. 580 will certainly help in that regard. We believe that requiring student-athletes to review graduation rate data from postsecondary institutions with their school counselor or principal is a further guarantee that young people will make choices based on realistic information.

Mr. Chairman, the members of the American Association for Counseling and Development support S. 580, and we look to Congress for the swift passage of this bill. We again appreciate the opportunity to share with the committee our views, and are prepared to answer any inquiries you may have of our testimony.

Thank you.

[The prepared statement of Bruce Mallette of North Carolina State University follows:]

PREPARED STATEMENT OF MR. MALLETTE

Mr. Chairman, my name is Bruce Mallette, and I am Senior Institutional Research Officer at North Carolina State University. I have spent the last 18 years on four different college campuses, first as a student and then as an administrator in student affairs and institutional research. As an undergraduate at Wake Forest University, I was a scholarship swimmer and a member of the Atlantic Coast Conference Academic Honor Roll. At present, my professional activities include serving as coordinator of the special interest group on intercollegiate athletics of the Association for Institutional Research and as a member of the Task Force on the Student-Athlete of the Southern Association for College Student Affairs.

I have closely followed the progress of this bill since it was first introduced in the last Congress. I appreciate the opportunity today to offer my views on S.580, "The Student-Athlete Right-to-Know Act." The observations and positions I present are my own and do not necessarily represent my institution, my state's system of public higher education, or the conference in which my institution is a member. I would like to address four aspects of S.580:

1. The Spirit of S.580
2. Methodological Issues
   a. Who is a "student-athlete"?
   b. What is a "letter of intent"?
   c. How is a "graduation rate" determined?
   d. What do we do with transfer students into our institution and part-time students?
3. Confidentiality and The Buckley Amendment
4. S.580 and Related Issues in Higher Education

1. THE SPIRIT OF S.580

Simply put, I agree with the intent of this bill. The major educational question surrounding intercollegiate athletics today is, "Are institutions selling a bill of goods to recruits, utilizing them for four years of competition, then discarding them on the streets without an education or marketable skills?" S.580 is an attempt to gather and make public one measure of academic success, i.e. the percentage of student-athletes who graduate.

In his written testimony at the House hearings in May on "The Student Athlete Right-to-Know Act," Senator Bradley succinctly characterized the spirit and intent of S.580, "This is a consumer information bill for student-athletes and their families.... they are entitled to the relevant and basic consumer information that is an essential element of an informed choice." I agree that this legislation begins to address the single question Senator Bradley posed, "If I enter your college or university as a freshman on an athletic scholarship in my sport, what are the chances that I will graduate within a year of those

in my entering class?" Some may argue that the bill is not innocuous and that the single question at hand is not that simple. While I agree that other methodologies exist and the questions to be asked seem endless, the basic premise of S.580 is sound, and the discussion that surrounds it is of immense educational importance.

2. METHODOLOGICAL ISSUES

The field of institutional research is immersed in data, information, and policy definition. My reading of this bill from the viewpoint of an institutional researcher, and most probably the person who would complete our institutional report if this bill is enacted, finds several areas of methodology worthy of comment:

a. Who is a student-athlete?

The bill's present language is concerned with student's who receive an "athletic scholarship" and are "required to participate in ... intercollegiate athletics in order to be eligible to receive such assistance." What is the definition of "participate"? Some freshmen sit out their first year, and thus do not participate in terms of actual game-day competition. The definition used to determine the athletic population to be studied should clearly state the following: Any funds from any institutional source that are awarded to a student based upon the student's athletic abilities includes that student in the graduation rate data. Inclusion via "participation" should not be part of the student-athlete definition. Inclusion should be determined by the "award" of such funds.

An important definitional matter to remember is that some colleges may not award a financial package called an "athletic scholarship" but may award a special tuition waiver, tuition remission, etc. It is imperative that the language of S.580 be broad enough such that a loophole to exclude student-athletes does not exist.

b. What is a "letter of intent"?

According to S.580 the graduation rate information will be contained in the National Letter of Intent (NLI), which is a document signed by a student indicating his or her intent to attend a specific institution. This definition is too narrow for the spirit of S.580. The NLI program only applies to National Collegiate Athletic Association (NCAA) Division I and II schools. Schools in the National Association of Intercollegiate Athletics (NAIA) are not part of the program. Remember that the NAIA is composed of 488 member colleges sponsoring 4,117 athletic teams involving 82,317 varsity student-athletes. Is the NAIA to be excluded? I doubt this is the intent of the legislation but the present terminology might permit their exclusion.

As a parenthetical note, many people believe that the NLI is governed by the NCAA. False. The program has been in operation since 1964 and is administered by the Collegiate Commissioners Association (CAA). Mr. Carl C. Jones, Big Eight Conference Commissioner, is the current president of the CAA.

c. How is a "graduation rate" determined?

A true "graduation rate" at an institution is simply the number of students who have graduated out of the total number of new students who entered five years ago. It is input and output. No more, no less.

Both the NCAA and the College Football Association (CFA) manipulate graduation data through a public relations maneuver called the "adjusted graduation rate." The technical explanation is that certain categories of students are removed from the cohort being studied (reducing the denominator) and therefore increasing the proportion of students who graduate (increasing the graduation percentage). You may ask, "Does this really increase the graduation rate very much?" The NCAA's 1988 Division I Academic Reporting Compilation demonstrates that graduation rates are inflated as much as 50% when using the "adjusted rate" game.

The average citizen has no knowledge of the numeric trickery used. The press does not understand the methodology, and they do not ask. The Chronicle of Higher Education reported on May 17, 1989, that the CFA honored 12 of its member institutions for graduating 70 percent or more of "the football players who entered the university in 1983." This same reference was contained in wire service articles found in hundreds of newspapers across this country. An examination of the CFA's methodology clearly demonstrates that this assertion is blatantly misleading.

Charles M. Neinas, Executive Director of the CFA, acknowledged in a memo to me on May 12, 1988, that "the special treatment of transfers in and out of the cohort does 'contaminate' the results for comparison on a national basis with other graduation rate data." He added, "the most important point I would make is that we have to be cognizant of the public relations aspect of the CFA study..." The problem is that the CFA inflates its graduation rates to improve public relations. They also present their information to the public as if it is comparable to other studies. I am not aware of a public press release from the CFA explaining their methodology or an acknowledgment that it is consciously designed to inflate graduation rates.

I commend the NCAA for adding a true "graduation rate" to their study beginning in 1987. However, they also continue to publish the "adjusted graduation rate." This can only perpetuate misleading conclusions drawn by the public. I would like to note that the former Chairman of the Board of the CFA, Chancellor Martin Massengale, University of Nebraska, is currently chair of

the NCAA President's Commission. I encourage the President's Commission to support true graduation rates not the CFA style of premeditated inflation. In summary, no "denominator dabbling" should be permitted. If institutions feel a need to assign "spin doctors" to their graduation rate data then so be it. But it should not be sanctioned by the NCAA, NAIA, or legislation.

d. What do we do with transfer students into our institution and part-time students?

It is important to include transfer students in graduation rate studies, but not as part of an aggregated freshman/transfer cohort. Analysis of graduation rates for The University of North Carolina System (15 institutions) five years after initial enrollment for the 1978, 1979, and 1980 cohorts shows that the graduation rate for transfers was consistently higher than those of new freshmen. I suspect that other state systems would also find that inclusion of transfers with a freshman cohort contaminates the true graduation rate of freshmen.

A more valid analysis would be to conduct a separate study for transfers. This approach would also be supported by the literature on student development and student retention research. Both argue that previous collegiate experiences impact a student-athlete, or student, as he or she begins at a new institution. I am not recommending a transfer study be legislated. If you feel a transfer study is necessary, then keep it separate from data on freshmen.

Student-athletes, as a general rule, must be registered as full-time students if they are participating in organized practices or competing. Thus, it seems appropriate to compare student-athletes against other students who enroll the freshman year as full-time students.

3. CONFIDENTIALITY

The proposed legislation may be significantly impacted by what is commonly referred to as The Buckley Amendment (The Family Educational Rights and Privacy Act of 1974, Public Law 93-380, as amended by Public Law 93-568). In short, Buckley only permits a student's "directory information" to be publicly released. Typically, "dates of attendance, degrees and awards received" have been defined as directory information (Federal Register, Vol. 41, No.42, at 99.3(a)). However, a student has the right to restrain institutions from releasing this information.

Image the impact of Buckley on the graduation charts that S.580 would have released by sport by race. If men's basketball at an institution had one Asian player in a given cohort year then he would be identifiable when the graduation rates were released five years later. Did the player request that directory information be withheld five years ago? The bookkeeping for this information would be absurdly cumbersome. However, there are alternatives.

The "cell sizes" in the report required by S.580 would be sorted by five race classifications (American Indian, Asian, Hispanic, Black, White). In many cases, only one student-athlete would be in a cell. To reduce the frequency of this occurring, I recommend using a "three-year rolling average." This method would aggregate three consecutive cohort years and release these combined figures in the report.

For example, the entering freshmen in the 1982, 1983, and 1984 cohorts would be submitted to the Department of Education as separate cohorts, however the report made public would aggregate the three years. The next year, the years 1983, 1984, and 1985 would be compiled for the report. This should decrease the quantity of cells that have only one person identified and increase the amount of graduation rate information available to the public in each report. If an alternative such as this is not considered then the good intents of S.580 will in practice become blank boxes in a federal report.

All of this explanation boils down to one statement - the relationship of S.580 to The Buckley Amendment must be carefully examined to protect the rights individuals have regarding their educational records.

4. S.580 and Related Issues in Higher Education

The public has a right to know the graduation rate of an institution. I am surprised that the media has not figured out that NCAA Division I institutions have been reporting total student body graduation rates and rates by sport since 1986. Through public information laws a good reporter could get this information for every public institution currently reporting to the NCAA. But herein lies part of the problem.

Dr. Atwell, President of the American Council on Education said it well at the House hearings on this bill, "Only a few of the major newspapers in this country have even one full-time education writer, but the lowliest local paper has a sports staff that has to keep busy by overreporting the big-time programs..." How do we initiate a broader discussion of the issues involved in intercollegiate athletics if media and the public is fixated on Prop 48 (the 700 SAT rule), Prop 42 (financial aid and partial qualifiers), and they don't understand how to interpret graduation rates? The answer is information and education.

As educators, we must educate the public that a person is more complex than the sum total of his or her SAT score. We must inform parents and prospective student-athletes about the many offerings of our campuses. We must encourage coaches, counselors, and principals to teach parents how to ask the questions that will provide comparative information about different athletic programs and the academic opportunities at campuses across our nation. S.580 could be the mechanism to stimulate a great national forum on academics and intercollegiate athletics.

I believe that some campus CEOs are fearful of this

legislation because of the public's reaction to their graduation rate. We must accept the challenge to improve the public's understanding of the diversity of our higher education offerings. For example, some institutions have large enrollments of part-time students and working parents. Therefore, they will have a lower five-year graduation rate than an institution composed of traditional age, full-time students. Is one school better than the other? No. Each has an equally important educational mission and clientele.

I support intercollegiate athletics, quality education, and an administration that understands how to manage both. Questions create data but data can also create questions. We must be willing to evaluate and assess our campuses in the merger of the classroom and the playing field.

Thank you for the opportunity to provide my views.

Senator BRADLEY. Well, I think all three of you have really been eloquent in your testimony, and the bill that we are considering is a very simple bill that asks colleges to give graduation rates. What I would like you to do as a way of concluding your testimony is to tell us I support this bill, if you do, because, and then either from your own experience tell us why you have said what you have said about the bill. And each one of you might go right down the row.

Mr. MASSIMINO. I support this bill very much because every student-athlete would have the opportunity to know exactly the type of institution that he or she will have the opportunity to attend and now have also the opportunity to make a decision that is a lot more logical in terms of why and what for they attend a particular university.

Mr. ROBERTSON. I support the bill also. I talk to a lot of kids in and around Cincinnati high schools, usually small groups, and it is remarkable how little they do know about anything really. It is almost to a point where they do not know what to do or what to say. Education is really the way out for them in anything you do today. Even with our company that we have in Cincinnati, the people who are educated just advance so much faster and so much further than anyone else. And with everything that is going on today in our society, if you do not know a thing, I think you are going to be left in the background.

I know what education has done for me. It lifted me. My parents never went to college. My father just went to the eighth grade. My brothers, we graduated. My daughters, two graduated, and one is still at school here at Georgetown, and I know the value of that. The important thing about it, we have to tell parents, all parents around the world, the value of education because if we do not have an education I think a lot of kids are going to be on some roads they should not be on. And I think that for this country today, what is going on from the President on down, education is really the key.

Mr. HURLEY. As a high school coach in an urban area, I support the bill because I think it gives us in black and white some statistics to give the kids for them to make a decision. But I also think that in making this decision, the kid now knows that this university is aware of this rate and the rate, you know, to me it is an embarrassment if a school has a graduation rate that is under 70 percent because I think the nature of the graduation is that they make every effort to graduate a young man.

I can use Kenny Wilson as a great example. Kenny stayed all three summers in college and took both summer sessions at Villanova, and rarely did anybody from Jersey City see him from the point he left Jersey City in his freshman year till the day he graduated last June, and if Kenny had wanted to, he could have graduated one semester early. And to me that is what it is all about because Kenny Wilson played a little bit of basketball, enjoyed his experience in college, and now he has got a degree and an education that he can use the rest of his life.

Senator BRADLEY. Thank you all very much again.

Senator METZENBAUM. I thank this panel, and we are very grateful to you for your participation and for the fine job that you do in each of your respective responsibilities.

On our next panel is Dick Schultz, executive director, National Collegiate Athletic Association, Mission, KS; Dr. James Whalen, chairman of the board of directors and a witness for the American Council on Education, Washington, DC, and president of Ithaca College at Ithaca, NY. And it is my understanding that he also has an Ohio background having worked at Ohio University; Richard Lapchick, director of the Center for the Study of Sport in Society, Northeastern University, Boston, MA; Dr. Patricia Lucas, principal, Southeast High School, Bradenton, FL, president of Florida Association of Secondary School Principals, the National Association of Secondary School Principals.

It is my understanding at the back of the room is Sam Jones, a former Boston Celtic, and a member of the Basketball Hall of Fame. We are very happy to welcome you here and have you participate and urge you to sit down and join us.

Mr. JONES. I will. I would like to speak to Oscar just for a moment.

Senator METZENBAUM. OK. All right. Happy to have you with us. I do not think Senator Kennedy had indicated, but the committee is under some constraints of time, and we would appreciate if each of the witnesses would confine themselves to 5 minutes. Mr. Lapchick, we are very happy to have you with us, sir. I was trying to check with staff if you were the famous basketball player, and I gather that——

Mr. LAPCHICK. That was my father.

Senator METZENBAUM. Your father. I remember him so well and he was one of our greats.

Senator BRADLEY. He was your favorite basketball player, Senator Metzenbaum. [Laughter.]

Senator METZENBAUM. That is just your getting back about the fact that I talked about whether you were playing 40 or 50 years ago. All right, Bill. Touche. Mr. Lapchick, please proceed.

STATEMENT OF RICHARD LAPCHICK, DIRECTOR OF THE CENTER FOR THE STUDY OF SPORT IN SOCIETY, NORTHEASTERN UNIVERSITY, BOSTON, MA

Mr. LAPCHICK. Since you mentioned my father, I will start with a story that I think would indicate that this is not a new problem. When my father left coaching the Knickerbockers and went back to St. John's in 1957, I will always remember coming home one afternoon and seeing his pattern—we lived in Yonkers, NY—would be to go upstairs, change, come down and have a cup of coffee and read the afternoon newspaper. On this particular afternoon he did not come down, and after about an hour I went upstairs to see if he was all right, and as a 12-year-old idol worshiper of his father found him crying in his room. He was considered to be the first great big man in basketball. I had never seen my father cry, and what he found out that day that made him cry was that his players at St. John's University not only were not going to class but were getting passed through the system. And as somebody who considered himself a devout Catholic, he was doubly surprised that this happened at a Catholic University, and as somebody who prided himself on his personal relationships with his players, he realized

that he would ask his players what they were going to do in the summer, what kinds of jobs they were looking for, how their girlfriends were, but did not ask them what they were studying or what they were majoring in.

And he went back that next day with his then Assistant Coach, Lou Karneska, who is, of course, now the coach at St. John's, and instituted the first mandatory study hall in the country requiring their athletes to spend 2 hours every afternoon before practice studying. So there is a little bit of family history in it as well. And I think that brings me to the point that the Student Athlete Right-to-Know Act is an extraordinary measure today, but it is necessary because college sport now functions in extraordinary times when the potential incomes are so great, that the educational missions of our universities can be forgotten by both the athletic department and the student-athletes alike.

The schools can see million dollar bowl appearances or Final Four appearances while the athlete senses the imminence of a multimillion dollar professional contract. Few schools make that rich profit and even fewer athletes make it to the pros. The stark graduation figures in the GAO report prepared by this committee unfortunately prove what many of us have suspected for many years. If education is a no-cut contract, then contracts are being broken all across America. The integrity of entire institutions has been brought into question as some of their sports programs have now been tainted by scandals.

Most recently, the chancellor of North Carolina State University became the fifth head of a university who had to resign because of problems in his athletic department. If 70 percent of the basketball programs and 51 percent of the football programs in the GAO report graduated between zero and 40 percent of their athletes, then it is clear that the problems were hardly limited to a few schools.

Under the leadership of Dick Schultz, the NCAA has undertaken many important new initiatives. Dick became the Executive Director at the crest of the problems plaguing sports which had built over the course of the entire century, not just from my father's era but even earlier, and which simply could not be eliminated in the first few years. We need to do much more and the Student Athlete Right-to-Know Act is a significant response.

Consider these facts. We all know if we read the reports of the NCAA and high school federations that the typical student-athlete contrary to public perception does better than the nonathlete academically. Athletes graduate at a higher rate in Division I sports programs across the board than nonathletes, and a Department of Education study showed that 88 percent of varsity high school athletes had better than a 2.0 grade point average while 30 percent of nonathletes had below a 2.0 grade average. That sounds like very good news, and it is. But the figures can be misleading.

The vast majority of our educational problems for athletes exist in men's football and basketball, the revenue sports. The GAO report proves this conclusively at the college level while the illiteracy rate for high school football and basketball players is estimated to be a debilitating 25 to 30 percent, more than double the national

average for illiteracy at the high school level. The GAO report does not tell us about the worst victim: the black athlete.

Studies show that black athletes in basketball and football programs in the few places where we can gather the data are graduating at a 20 percent rate, and in many cases where they do graduate, they graduate with majors in communications, physical education, and sports administration. And if we learned anything in the post Al Campanas era, blacks have been systematically excluded from those positions in sports. That is why this education is so necessary for tomorrow's student-athlete to do better.

That is why the sport, sex and race specificity is critical in the legislation. If I am a basketball coach, and I am recruiting a black male basketball player, he and his parents should have the right to know how other black male basketball recruits have done academically at my school. While it is good to have the overall data, it is in some ways irrelevant for him to know what a while male soccer player or a white woman field hockey star, how they fared academically at my school.

Many coaches like Coach Massimino and probably a very high percentage around the country are already educators, but for those who are not, compelling them to present their specific graduation rates to recruits might induce them to pay more attention to their players' academic development. Requiring them to do this whether through Federal legislation or through new NCAA legislation is critical. While I agree with Dick Schultz' philosophy that we cannot legislate morality with the expectations of total success, we can legislate this rule which will help our young people by mandating that each institution monitor its own records and make them part of the public record.

While the Right-to-Know Act will be a great help in making athletes more able to make the best academic as well as athletic choice in choosing a college, I would be remiss if I did not emphasize that it will not help those thousands of athletes who made up the statistics in the GAO report. The athletes have already gone through the system. Nor will it help the 99 percent of high school players who will not be offered a college scholarship.

We need programs also to help them because their future is really in our hands. Thank you very much, Mr. Chairman.

Senator METZENBAUM. Thank you very much, Mr. Lapchick. I understand that you have a plane to catch so if you have to leave early, we will understand.

Mr. Dick Schultz, Executive Director of the NCAA.

STATEMENT OF DICK SCHULTZ, EXECUTIVE DIRECTOR, NATIONAL COLLEGIATE ATHLETIC ASSOCIATION, MISSION, KS

Mr. SCHULTZ. Thank you, Mr. Chairman. I appreciate the opportunity to be here this morning, and I will let my published statement be a part of the record.

Senator METZENBAUM. All of the statements will be included in the record.

Mr. SCHULTZ. Thank you. I feel that it may be important to just speak extemporaneously here this morning since I have had the advantage of listening to some of the other panels. Let me say first of

all that I strongly support disclosure. I also strongly support education. And the universities that I have worked at personally have always taken pride in high graduation rates and high academics.

In fact, last January at our national convention, in speaking to the membership I made a strong point about the fact that our institutions of higher learning are not about national championships and bowl games. We are about education. And our responsibility is not to be a proving ground for the professionals but to deal with young people and to be sure that when they leave our institutions they have a degree, a quality degree, and that they are well prepared to be contributors in society.

I think when we take a look at graduation rates, we have to be very cautious when we look at not only the GAO rates but even those that have been determined by the NCAA. I commend Coach Massimino for the outstanding record that he has with his graduation rates, and I feel very comfortable in saying that there are many other coaches other than Coach Massimino who have instigated similar programs. If you will take a look at Coach Massimino's published report, you will notice a footnote when they talk about 100 percent graduation rates. You will note that they have deleted those athletes who left Villanova in good academic standing.

I think this is an important point in determining any set of graduation rates. In fact, we can take the NCAA numbers and the GAO numbers, apply that same principle of using an adjusted graduation rate, in other words not counting against the institution those athletes that either transfer, drop out of school or leave in good academic standing, and we find that these dismal numbers for basketball are nearly 70 percent and for football they are over 70 percent.

I think another important issue to bring up here, and I think it is an issue, Mr. Chairman, that you raised very aptly, what has happened in the last 5 years? Well, I have only been in this job 2 years, but I think some important things have happened in the last 5 years, and I think one of the important issues here is that we take a look at the whole picture, that we not lay the blame solely at the feet of higher education.

You have heard Oscar and Coach Hurley and Coach Massimino talk about the importance of education at the junior high and high school level. I think we have to consider the plight of the black male in high school and junior highs today. There are many academic challenges. Many times people feel that when we first provided full scholarships for athletes at the college level that this is when many of the abuses started, and the idea of professionalism became rampant.

I disagree with that. I think this happened when we had an athlete sign for the first time a million dollar professional contract. This was a real lure, and this created specialization and a win-at-all-cost attitude, the concern of not being concerned about education. If I can get to a university, if I can get a scholarship, if I can get there and expose myself, I will have a chance to be a draft choice, to get this million dollar contract.

We all know that as the Bible says many are called but few are chosen. And this is very true when it comes to professional sports,

and this is why in our business, we cannot be concerned with that. We have to be concerned with education. In these last 5 years, Proposition 48 has been passed. The initial eligibility rule which requires students to have a core curriculum which is basically a college prep course and to meet minimum standards.

Another rule that was in place 3 years ago, which I have very little comment about, is an academic progress rule which very simply states that after 2 years, athletes must declare a major and they must make progress toward graduation in that major field to maintain their eligibility. And any graduation rates that we look at today, whether they are the GAO rates or the NCAA rates really are not typical of what is happening in colleges today. In 2 years, I am hopeful that we will have a much better rate even on an unadjusted rate because many of the abuses that have been evident in the past cannot exist today.

If they are, those institutions are in violation of their own rules, and subject to very severe penalties. Also we expect to have a certification program for college athletic departments in effect early in 1990. This has been something that I have pushed for very hard. I have the support of the NCAA Council and the President's Commission, and I can guarantee you that you will see this in effect early in 1990. That certification program simply states that athletic departments in a number of areas have to compare their athletes directly with the student body at that institution, and the main thrust is to be sure that the athlete as nearly as possible is totally indistinguishable from the rest of the student body.

It will compare athletes in admissions, in academic progress, in graduation rates, and the conduct of those athletes both on and off the field. And it requires that if these departments are going to be certified and in good standing they will have to meet those requirements. So I think a number of things are in place that will improve the environment for education and the emphasis on education in our colleges and universities today.

Finally, there are some issues, I think, that need to be resolved whether we are talking about the Student Athlete Right-to-Know Act or even NCAA legislation that would make these graduation rates public, and I am confident that we will have a good piece of legislation in January that will do just exactly what the proponents of this bill propose. But regardless, I think there are some questions that need to be answered and discussed if we are going to have either a Student Athlete Right-to-Know Act that does what we would like to have or if we are going to have NCAA legislation that does what we would like to have.

What institutions should be included? A number of our schools are Division III institutions that provide financial aid based on need. Some of Division II. Should we just concentrate on Division I as we do now or should this be all encompassing? Should the raw graduation data be presented as we have in these charts or should it be an adjusted graduation rate?

My contention is that it should in all fairness be an adjusted graduation rate because if we do not do that, the onus is entirely on the university, and the athlete has to play a part in this also. If the athlete decides that he wants to drop out of school and pursue a professional contract, and he leaves in good standing, that should

not be the responsibility of the institution. The athlete also has to do his or her part in achieving these graduation rates.

Should data be reported by race, by gender? I think we have to take a very careful look at that because there is the potential of violating the Buckley Amendment. In a number of these cases cited here, there have been only one athlete eligible to graduate, especially in the sport of basketball. In most cases, there is only one or two. If one is black and one is white, that disclosure now places that on the individual. Is that proper to do, and I think that is something that should be determined?

Senator METZENBAUM. Thank you very much, Mr. Schultz.

[The prepared statement of Mr. Schultz follows:]

PREPARED STATEMENT OF MR. SCHULTZ

Chairman Kennedy, members of the Committee. My name is Richard D. Schultz; I am executive director of the National Collegiate Athletic Association. On behalf of the NCAA, I express my appreciation to the Committee for the opportunity to appear here this morning to discuss the Student-Athlete Right-To-Know Act (S.580).

I have been the NCAA's Executive Director for about two years. Before my appointment, for about 28 years, I was engaged in the coaching and administration of intercollegiate athletics at three institutions, first the University of Iowa, then Cornell University, and finally the University of Virginia. I also have held a variety of committee positions within the NCAA, including chair of the Division I Men's Basketball Committee.

NCAA Structure. I had best begin my testimony by describing my own organization -- because I recognize that few individuals outside the education community really understand its structure. Founded in 1906, the NCAA is an unincorporated nonprofit association headquartered in Mission, Kansas -- in suburban Kansas City. Active membership in the Association is essentially open to public and private four-year colleges and universities that agree to administer their athletics programs in accordance with the Association's organic documents; at this moment, 803 institutions are active members. Our membership also includes some 108 athletics conferences (e.g. the Atlantic Coast Conference, the Big Ten, the Ivy Group) and 107 other organizations directly interested in intercollegiate athletics.

Active members of the Association comply with membership criteria for classification in one of three basic divisions (I, II, or III) for internal NCAA legislative purposes and for championship competition. In the sport of football only, Division I institutions are designated as belonging either to Division I-A or Division I-AA; Division I members not offering football (or not offering it in Division I) are categorized as Division I-AAA.

In general, classification in a particular Division depends on the number of sports for men and women sponsored by the institution and on certain scheduling requirements in football and basketball. In addition, to be a member of Division I-A for football, certain home football attendance levels must be met.

Each NCAA division, through vote of its membership, adopts most of the standards for competition in various sports in that division. In general, the major differences among the three divisions are in the scope and budget of the intercollegiate athletics programs. In 1985, median and the range of budgets of institutions in the three Divisions varied significantly, based on total expenses. The following table illustrates those differences:

Institutions	High	Average	Low
Divisions I-A and I-AA	$15,403,000	$ 4,609,000	$ 528,000
Division I without football	1,858,000	878,000	80,000
Division II, football	1,873,000	719,000	185,000
Division II without football	1,121,000	418,000	60,000
*Division III, football	3,252,000	339,000	40,000
Division III without football	1,619,000	182,000	18,000

* Includes Divisions I and II members with football classified in Division III.

Another major difference between Divisions I and II on the one hand and Division III on the other is that Division III does not permit the awarding of athletically related financial aid; in Division I and II, such awards are permitted within specified limits.

It is important that you understand that to a major extent, the NCAA is today a federation of post-secondary institutions with significantly different philosophies as to the role of intercollegiate athletics in the education process, and indeed as to the funds that will be committed to such programs. The existence of the various divisions came about as a means of accommodating, within one organization, these different philosophies.

All NCAA legislation is adopted by the membership itself. Certain basic elements of NCAA legislation require a vote of all NCAA members, whereas many so-called "federated" provisions may be adopted or amended by a single division for its own governance. Thus, for example, the NCAA's ethical principles relating to conduct of intercollegiate athletics are adopted by vote of all the members, whereas the playing and practice seasons for individual sports are established by each division.

As long as I have mentioned voting, let me pause here to deal with a common misconception concerning NCAA affairs. It is often assumed that NCAA rules are established by some group of college coaches or directors of athletics, or indeed are created by the paid NCAA staff in Mission, Kansas. That is simply not correct. A basic principle of NCAA governance, to which all our members have subscribed, is that each institution's chief executive officer is responsible for administration of all aspects of the athletics program. Consistent with this principle, institutional delegates to NCAA Conventions -- where all legislation is adopted -- may be named only by the chief executive officers of those institutions. Many college presidents, in fact, themselves attend NCAA Conventions. More than 100 have attended each Convention since the mid-1970s (199 at the special Convention on integrity issues in 1985).

Each chief executive is provided with detailed information concerning proposed legislation well in advance of each Convention, and he or she is thus always in a position to instruct institutional delegates if desired. If the president does not himself or herself attend, the institution is represented by another administrator or a faculty representative formally designated by the president.

The NCAA membership each year elects individuals to serve on our principal governing body -- the NCAA Council -- and every two years elects our President and Secretary-Treasurer (our current President is Albert M. Witte, a Professor of Law at the University of Arkansas, and our Secretary-Treasurer is Judith M. Sweet, Director of Athletics at the University of California at San Diego). A vice-president of each division is also elected.

There is another body within the NCAA structure that deserves particular mention today -- the Presidents Commission. Created in 1984 by vote of the NCAA membership, the Commission consists of 44 presidents and chancellors of NCAA member institutions -- 22 from Division I and 11 each from Divisions II and III. Members of the Commission are elected by presidents and chancellors of the NCAA member institutions. The Commission enjoys the following very significant powers within the NCAA structure:

1. To review any NCAA matter, and place before the Council or the Convention any matter or concern;

2. To commission studies, urge courses of action and propose NCAA legislation;

3. To call a special Convention of the membership;

4. To establish the sequence of votes on legislative matters, and to require roll-call votes; and

5. To approve appointment of the NCAA executive director.

Since its organization, the Commission has exercised these powers regularly and has brought about some very significant changes in our focus.

The principle of institutional autonomy has been a very strong force in the evolution of the rules by which our Association operates. It is very important that this is kept in mind when discussing any sort of legislation regarding collegiate athletics. Throughout its history, the NCAA has tried to walk a thin line between creating a level playing field for all institutions and not infringing on any individual institution's right to set its own standards for admissions, academic performance, and other matters not related to athletics competition. All the rules adopted by the NCAA must be considered in light of that principle.

NCAA National Forum. Before I comment on S.580, I think you should also be aware of the major introspective effort that has been under way in the intercollegiate athletics community since 1985 and specifically during the past two years, as a result of two interrelated initiatives put in place by the Presidents Commission. At a Special Convention in June 1987, the membership approved a Commission-sponsored resolution calling for an 18-month National Forum on the proper role of intercollegiate athletics in higher education, and commissioning a series of studies to investigate the effect on student-athletes of participation in intercollegiate athletics.

The National Forum, conducted at four national meetings between 1987 and this year, consisted of several dozen presentations and responding commentaries by educators, athletics department administrators, coaches, media representatives, researchers and others interested in intercollegiate athletics. Subjects dealt with principally included economics issues, the NCAA membership structure and governance procedures, financial aid, and the impact of intercollegiate athletics on student-athletes -- all within the overall theme of the proper role of intercollegiate athletics within higher education.

The studies of intercollegiate athletics were conducted by the American Institutes for Research, at a cost to the NCAA of almost $2 million. AIR is an independent behavioral-science research organization that has conducted projects for a number of

Federal government agencies, including the Department of Education. Three out of the five substantive AIR studies have been released: the summary study (Report No. 1) resulting from the survey of over 4,000 student-athletes and other students heavily involved in extracurricular activities at 42 NCAA Division I institutions; a study of experiences of black intercollegiate athletes at those NCAA Division I institutions (Report No. 3); and a study of the experiences of Division I female intercollegiate athletes (Report No. 4). AIR Report No. 1 was the focus of the Forum, in January 1989. Still to come -- in fact, later this week -- are an analysis of student-athletes' academic transcripts and a compilation of their answers to "open-ended" questions in the survey.

Admissions Criteria. Any discussion of student-athlete graduation rates would not be appropriate unless undertaken in the context of NCAA rules relating to NCAA admissions and satisfactory progress criteria. For as long as I can remember, concern has been expressed about the limited academic qualifications of some student-athletes, particularly in football and men's basketball, who were recruited, admitted and awarded athletically related financial aid by NCAA member institutions. The NCAA's initial response to this concern for a number of years was to require that a student present a secondary school gpa of 2.000 or better, in order to be granted athletically related financial aid.

Over a period of years, it became obvious that because of significant differences in the quality of education offered in the nation's school systems, reliance solely upon a 2.000 gpa could not provide sufficient assurance of the capacity of a student-athlete to successfully pursue a college career. After prolonged study and serious debate within our organization, we adopted in 1983, but effective in 1986, a new freshman-eligibility rule for practice, competition and financial aid, referred to as "Bylaw 5-1-(j)" or "Proposition 48." It is now Bylaw 14.3.

In essence, that bylaw says that an entering student-athlete may not compete, practice or receive financial aid during the first year unless he or she has, first, achieved at least a 2.000 gpa in a defined high school core curriculum including English, mathematics, social science and physical science, and second, achieved a minimum 700 combined SAT verbal and math score or a 15 composite ACT score. For sake of reference, a combined 700 SAT score, consisting of a verbal score of 350 and a math score of 350, would place one on approximately the 22nd percentile on the verbal scale and the 15th percentile on the math scale of college-bound students taking the examination in 1987; the median combined SAT score for recruited football and

men's basketball entering freshmen in 1986, as reported to us by Division I institutions, was 850.

Bylaw 14.3 currently contains a limited exception for the "partial qualifier"; that is, a student-athlete who achieves at least a 2.000 gpa, but who does not achieve either the minimum gpa in the 11 core courses or the minimum standardized-test score as stipulated above. Such an individual is permitted to receive athletically related financial aid in his or her first college year, but may not engage in intercollegiate athletic competition or in practice in that year. In 1988, NCAA Division I institutions admitted 562 partial qualifiers, or about five percent of all entering student-athletes receiving financial aid; about 65 percent of the partial qualifiers were black. To put these data in perspective: about 85 percent of recruited and admitted black student-athletes and 98 percent of such white student-athletes qualified under both the core curriculum and SAT/ACT standards.

Many of you read in the newspapers earlier this year about Proposition 42, passed at the NCAA Convention last January and scheduled to take effect in August 1990: Proposition 42 would have the effect of eliminating partial qualifiers, thereby preventing the awarding of athletically related financial aid to a student-athlete who achieves an overall 2.000 secondary school gpa but does not meet the SAT/ACT standard and the core-curriculum gpa requirement. Strong feelings are held by Division I members on both sides of this issue, and it will be revisited next January, without doubt. Some say elimination of the partial qualifier denies the opportunity -- principally to disadvantaged minority students -- to prove they can perform successfully in college notwithstanding their low SAT/ACT test scores or poor academic preparation; others view the partial qualifier as a mechanism by which, at the price of loss of freshman eligibility, institutions can recruit and admit academically unqualified student-athletes.

Earlier this year, the NCAA Council appointed a subcommittee to study various proposals for modification of Proposition 42. That subcommittee has recommended that both non-qualifiers and partial qualifiers (if that designation is retained) should be eligible for need-based institutional aid (rather than athletically related aid) on the same standards as other students, but it remains to be seen what modifications (if any) will be approved by the NCAA Convention in January.

Satisfactory progress. An often repeated indictment of intercollegiate athletics programs is that many student-athletes are carried along in "gut" or "crip" courses (i.e., undemanding or essentially nonacademic courses) in order to maintain their

eligibility for athletics competitions, and then are simply abandoned once their eligibility is completed.

I would be foolish to report to you that this sort of thing has not happened and does not happen in NCAA institutions, but I will report my belief that it happens far less often today than a decade ago, and that we and our members are taking actions on a variety of fronts to make certain it happens even less in the future.

First, let's look at the facts as we understand them. We first know -- and I will return to this in a few minutes -- that Division I student-athletes graduate after five years at approximately the same rate as, if not a better rate than, all students in their institutions. Second, we have learned an enormous amount from the recent AIR study. Let me quote somewhat extensively of the Executive Summary from the AIR Report No. 1, which compared student-athletes at 42 Division I institutions with students at the same institutions extensively involved with activities other than intercollegiate athletics. On the subject of academic performance, the AIR survey disclosed:

> There is a tendency for student-athletes, especially football and basketball players, to be in classes with other student-athletes, but among courses taken by student-athletes, about 55 percent are also taken by extracurricular students . . . Student-athletes are more likely to report current majors in business and business management, professional occupations (e.g., architecture, home economics), and physical education (only 5 percent plan majors in physical education), and less likely than extracurricular students to reports majors in the arts and humanities, education, and engineering. Football and basketball players are least likely to major in biological, physical, or computer sciences.
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> Student-athletes, on average, have lower college grade-point averages (GPAs) than do extracurricular students. Among student-athletes, football and basketball players have, on average, the lowest GPAs [football/basketball was 2.46; other student-athletes 2.61; and extracurricular students 2.79].
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> At the same time, comparable numbers of student-athletes and extracurricular students say they have

ever repeated courses, received incompletes, and been on academic probation. . . . Although these three measures of academic performance show no reliable differences between student-athletes and comparison students, there are consistent links between them and the more or less successfully competitive football and basketball programs. Specifically, football and basketball players in more successfully competitive programs are more likely than those in less successfully competitive programs to have found many courses too difficult, received incompletes, and been on academic probation. For example, 34 percent of football and basketball players in more successfully-competitive programs have been on academic probation, as compared to 26 percent of football and basketball players in less successfully-competitive programs.

* * * * *

Student-athletes and extracurricular students are generally satisfied with their educational experiences. About 90 percent of each group are satisfied, about 95 percent are satisfied with their current courses, and 66 percent are satisfied with their performance in courses. There are not reliable differences in satisfaction between student-athletes and extracurricular students.

The following is a table of the reported majors of sophomores, junior and seniors surveyed by AIR:

	Percent		
	Football/ Basketball	Other Sports	Extra-curricular
Business	27.5	30.2	14.4
Social Science	17.1	12.7	18.6
Professional Occupations	12.6	7.5	3.0
Communications	9.8	8.0	12.0
Engineering	6.7	9.5	12.5
Education	6.4	4.2	10.8
Physical Education	5.5	10.0	.2
Arts and Humanities	5.3	3.2	13.3
Computer/Information Sciences	1.9	4.6	4.8
Biological Sciences	1.6	3.8	4.7
Physical Sciences	0.5	2.2	3.3

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It is perhaps noteworthy that, contrary to popular assumption, Division I football and basketball players majoring in business, social science and professional occupations outnumber majors in physical education 10 to one.

The AIR study also provides substantial information on the time commitment of student-athletes to athletics. The Executive Summary states as follows:

> The time demands on both student-athletes and extracurricular students are extensive during the period when sports and extracurricular activities are in season. Student-athletes spend more time in their sports, however, than extracurricular students do in their activities. Football and basketball players spend approximately 30 hours per week in their sports when they are in season -- more time than they spend preparing for and attending class combined. They also report missing about two classes per week. While extracurricular students spend less time in their activities than student-athletes, they too spend more time in their activities than they do either in preparing for classes or attending classes [football and basketball players spent 25.3 hours per week in class or in preparation for class, while extracurricular students spent 27.6]. . . .
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> During the off-season, the time demands on student-athletes and comparison students are reduced. Football and basketball players and other student-athletes continue to spend more time in their sports than they do either in preparing for or attending class. Extracurricular students spend less time in their activities than student-athletes do during the off-season. Both student-athletes and extracurricular students report they miss about one class per week when out of season.

Although I recognize it is always dangerous to draw broad conclusions from survey data (and, indeed I have only quoted selectively from the report), it seems to me that the general picture which emerges from the AIR survey is that although Division I student-athletes -- and particularly football and basketball players -- make a major commitment to athletics, a very significant majority of them are enrolled in serious courses of study, they devote almost as much time to their studies in-season as other extracurricular participants, they are performing reasonably well on the average, and they are satisfied with their educational experiences.

In order to be eligible for intercollegiate athletics under NCAA legislation, a student-athlete must be in good academic standing with his or her institution, and must be maintaining satisfactory academic progress toward a baccalaureate or equivalent degree. "Satisfactory progress" is to be defined by the institution's academic authorities who determine such matters with regard to all students, unless its conference has established more stringent requirements.

In NCAA Division I since 1985, satisfactory progress generally necessitates satisfactory completion of at least 24 semester hours during the preceding two academic terms; student-athletes are also required to declare a major by the beginning of the third year of enrollment and thereafter make satisfactory progress toward a degree in that major. All these requirements are designed to assure that student-athletes are in fact making satisfactory progress, while at the same time allowing reasonable autonomy to the individual institution to define the specifics of that progress.

Graduation rates. Now against this background, let me turn to the subject of graduation rates.

One of the charges most often levelled at intercollegiate athletics is that student-athletes, once having completed their athletics eligibility, abandon their studies and leave the college experience without completing their degrees. The fact is, however, that on the average, student-athlete graduation rates are equal or superior to those of college students as a whole.

Since 1986, the NCAA has annually surveyed its Division I institutions to determine graduation-rate data for student-athletes in various sports in different types of Division I institutions. The most recent survey, released earlier this year, reports data for individuals entering college in the 1982-83 academic year. For recruited student-athletes entering Division I institutions in that year, the median reported percentage having graduated five years later was 48 percent; the comparable reported median percentage for all students was slightly less, or 47.8 percent. A year ago, the report on the entering class of 1981-82 showed medians respectively for student-athletes of 50 percent and for all students of 47.3 percent.

For student-athletes only, the NCAA also collects adjusted graduation-rate data, which adjusts the calculation by adding incoming transfer students and subtracting those who left in good standing and those who are continuing their studies. By sport, the following data for the entering class of 1982-83 was reported, by graduation rate and adjusted graduation rate:

ALL MALE OR MIXED TEAMS	Grad.	Adj.
Baseball	50.0	79.3
Basketball*	33.3	66.7
Football	41.4	64.0
Golf	50.0	100.0
Gymnastics	66.7	100.0
Soccer	60.0	100.0
Swimming	66.7	100.0
Tennis	66.7	100.0
Track/Cross Country	50.0	80.0
Wrestling	50.0	77.8
All Others (7 Sports)	76.4	100.0

ALL FEMALE TEAMS	Grad.	Adj.
Basketball*	50.0	100.0
Field Hockey	91.7	100.0
Golf	66.7	100.0
Gymnastics	66.7	100.0
Softball	66.7	100.0
Swimming	72.1	100.0
Tennis	77.5	100.0
Track/Cross Country	50.0	100.0
Volleyball	60.0	100.0
All Others (4 Sports)	100.0	100.0

The NCAA attempted to collect adjusted graduation-rate data for all students in the first year of graduation-rate data collection, but the member institutions felt that the computation was far too cumbersome to be completed with any accuracy for such a large group of people. Hence, only the raw graduation-rate comparison between student-athletes and all students is currently available.

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* The small number of basketball recruits in any institution, in any given year, negatively affects the graduation rate; i.e., the attrition of one recruit in a class of one results in a graduation rate of zero.

As I noted a few minutes ago, it is important to recognize that the foregoing data do not, by definition, reflect the potential impact of tightened freshman-eligibility standards under Bylaw 14.3. We believe that application of the rule, which first took effect for the 1986-87 entering class, cannot help but improve graduation rates for recruited student-athletes -- how significantly, however, we will not know for a few years. The potential future impact of Bylaw 14.3 is illustrative of the delayed effect of various items of NCAA legislation. Current data regarding the academic performance of student-athletes may indeed not reflect the actual situation in college athletics in 1989, and one must always review the evolving application of NCAA rules before reaching conclusions as to additional needs for action.

Over the past few years, proposals have been introduced by which federal financial assistance would be withheld from institutions not reporting a student-athlete graduation rate of 50 percent, or some such percentage, or cutting back on the number of permissible grants-in-aid if certain targets are not met. Aside from the serious definitional problems posed by such proposals, it seems to me that the data being reported to us by our members suggest absolutely no basis for singling out student-athlete graduation rates for adverse action -- when those rates are consistently on a par with or superior to those for the student body as a whole.

S.580. Senator Bradley and Congressmen Towns and McMillen have introduced a different type of proposal, the Student-Athlete Right-to-Know Act (S.580; H.R.1454), which would require colleges and universities annually to report graduation rates to prospective student-athletes and to the U.S. Secretary of Education -- such rates to be broken down by sport, race and sex. Current NCAA legislation, although requiring Division I institutions to report graduation-rate data for compilation purposes, does not authorize public disclosure of that information on an individual-institution basis and does not break down the data by race.

Last January, the NCAA Presidents Commission discussed the Student-Athlete Right-to-Know Act at its meeting in connection with the NCAA Convention. A resolution was adopted by the Commission calling upon the NCAA staff to draft proposed legislation by which admissions, academic and graduation-rate data would be made available to prospective student-athletes, especially as a part of the recruitment process. As I noted, these data are currently collected by the NCAA from Division I institutions, and are published by type of Division I institution and by geographic region, but without identification of any individual institution. Many institutions make these data available to recruits on a voluntary basis, and indeed members of

the College Football Association make certain graduation-rate data on football players publicly available through the CFA.

The NCAA staff has prepared draft legislation which would require institutions to make available to prospects and their parents, and to high school coaches and two-year college coaches, precisely the same admissions academic and graduation-rate data now being reported to the NCAA. At the NCAA Presidents Commission's most recent meeting five months ago, each of the divisional subcommittees of the Commission endorsed the original Commission resolution to propose graduation-rate disclosure legislation, and discussed in general terms the content of the legislative proposal. The Commission will discuss specific legislation at its meeting early next month, and the Commission will submit legislation at the upcoming NCAA Convention in January.

Quite frankly, there are a number of issues to be analyzed. Here are a few:

1. Which institutions should be included in the reporting obligation? Right now, of course, only Division I institutions file reports with the NCAA. Is it equally appropriate that all NCAA institutions, even those in Division III which do not award athletically related financial aid, be required to report?

2. Should raw graduation-rate data, or adjusted rate data as defined in NCAA legislation, be reported? The former can be very misleading, but compilation of the latter, for many institutions, would be expensive.

3. Should data be reported by race, as suggested in the Bradley-McMillen bill? Many institutions would find such reporting conceptually offensive, and in some institutions, reporting on this basis might create Buckley Amendment problems.

4. To whom should the data ultimately be reported, and by what means?

5. Should special provision be made for those public institutions which are required, under state law, to pursue an open-admissions policy for state residents? Such a policy might seriously skew reported data, and it may be unfair to compare such an institution against a private university or one with different admissions policies.

These are all legitimate questions, even for one who believes in the fundamental concept of disclosure. The Commission will undoubtedly review each of them, and others, with care next month, and will draft a final proposal for consideration by the next Convention. I am optimistic that a good proposal can be fashioned and can be accepted by our member institutions.

Thank you.

Senator METZENBAUM. Our next witness is Dr. James Whalen, chairman of the board of directors, a witness for the American Council on Education. Happy to have you with us, Dr. Whalen.

STATEMENT OF DR. JAMES WHALEN, CHAIRMAN OF THE BOARD OF DIRECTORS, WITNESS FOR AMERICAN COUNCIL ON EDUCATION, WASHINGTON, DC, AND PRESIDENT, ITHACA COLLEGE, ITHACA, NY

Dr. WHALEN. Thank you very much. Mr. Chairman, I am James Whalen, chairman of the board of directors of the American Council on Education. I am also here as one of the original members of the NCAA President's Commission, and I have been a college administrator for 30 years. I have been the President of Ithaca College for the past 15 years overseeing a Division III program and have had in years past responsibility for a Division I program in a major state university in the great State of Ohio.

I claim no corner on wisdom as a result of these various experiences. I offer only my personal views because I have had an opportunity to view intercollegiate athletics from a variety of perspectives. You have my written testimony, and so I will not repeat that here. I would like to make a few points. First of all, I would like to emphasize that I do not believe there is opposition to the intent of Senator Bradley's proposed legislation.

Clearly, colleges and universities should make as much factual data as possible available to prospective students to help inform their selection of a school. Graduation rates properly defined and reported in a way that preserves the integrity of the Buckley Amendment should be available. They are one important yardstick by which we can and should measure our institutions' effectiveness, not just for student-athletes but for all athletes.

As we know, however, graduation rates are just one means of measuring. They do not tell the whole story of educational outcomes. Likewise, the problem of low graduation rates among athletes at some institutions comprise only one element of a complex web of issues surrounding intercollegiate athletics. My point is not to protest legislation as much as to encourage putting such legislation in perspective. The President's Commission was formed in 1984 at a critical juncture at NCAA and its intercollegiate athletic history as an appropriate response to burgeoning problems in the college sports enterprise.

And in the short 5 years since the role of the commission has been debated almost as much as the problems themselves. There are, however, lessons to be learned from the experience of the commission. The obvious ones include that change can be made effectively at the association and institution level. I will not repeat some of what Dick Schultz has just said that has been accomplished.

Equally obvious is that change must be made carefully and with consensus lest it create a problem while resolving another as was perceived to be the case last year with Proposition 42 relative to partial qualifiers. And yet another lesson is perhaps more important and it has to do with appropriate roles.

When the President's Commission was formed, its mission was to deal with principles to identify global issues and to support the development of regulations to which these issues could be addressed. The actual operation of college sports, matters of length of season, number of contests per sport, salaries of coaches and the like, were to be left to those best equipped to deal with them, the athletic directors, the faculty representatives and other program administrators.

The Commission, in my view, stumbled at one point and became bogged down in a level of detail concerning these day to day matters that they averted our attention from the larger, more important issues where our influence could be better used and our leadership more effective. I believe the same may be true here as we consider enacting law to deal with this one specific issue of graduation rates when what we need and could most benefit from is your support on a larger and broader scale.

As I indicated in my testimony, the act of addressing issues of intercollegiate athletics is probably a leading cause of death, if you will, among today's college presidents. We all know of those whose careers have been cut short because they had the temerity to stand up to boosters, alumni, and sometimes even legislators in order to raise questions about integrity and balance in their athletic programs. The people who make heroic statements calling for sweeping reform are sometimes the same individuals who buy the box seats at the 50 yard line in the hometown university stadium, who follow the careers of their hometown athletes with a frenzied interest, and who are generally far more concerned and knowledgeable about the free throw averages than grade point averages.

The insight and experience of other people like Senator Bradley breathes fresh air into this battle to stem the tide of our cultural obsession with sports. But the long-term answer does not lie in a patchwork quilt of laws. The answer lies elsewhere, and I would like to make three recommendations in support of finding it.

Senator METZENBAUM. Would you wind up, please?

Dr. WHALEN. Yes. On this particular issue of graduation rates, I would like the NCAA to have an opportunity to execute it. And if it does happen, the American Council on Education would support the legislation.

Senator METZENBAUM. Have not they had 5 years to do that, and we had a hearing on this subject 5 years ago, and the NCAA has not acted?

Dr. WHALEN. I think if I could just comment on this and then I will comment to that. I would like also to suggest that the media focus less on anecdotes on abuse and more on responsible reporting that could highlight and support healthy programs. And finally, to our Congress I really would like to ask support in ways that help enable self-regulation. I would like members of the Congress to spend time on our campuses, be present in our exploration of programs and issues, continue hearings such as this where viewpoints are expressed, ideas shared, and a clear message sent relative to your support of efforts to restore balance and integrity to athletics.

I would not want this to be a passing thing. There are a number of very complex issues which need to be addressed. What I would say in closing that the American Council on Education, the NCAA,

and the President's Commission are working much more closely together than at any time I can recall in recent years. We are making progress. We are going to make a difference, and if you join with us in a major effort, I can guarantee that there would be a difference. Thank you.

Senator METZENBAUM. Thank you very much, Dr. Whalen.

[The prepared statement of Dr. Whalen follows:]

PREPARED STATEMENT OF MR. WHALEN

Mr. Chairman and Members of the Committee:

I appreciate very much the opportunity to testify at this hearing on intercollegiate athletics.

I am wearing a number of hats today and would like briefly to explain. First, I am here as Chairman of the Board of Directors of the American Council on Education, the umbrella association for the nation's colleges and universities. The Board has not adopted a formal position on intercollegiate athletics generally, or on the proposed "Right to Know" legislation. We do, however, have a longstanding and well-documented record of active participation in various matters related to intercollegiate athletics, reflecting our deep concern and interest in those issues.

Second, in 1984, during my initial year on the ACE board, I was asked to serve as one of the 44 charter members of the NCAA Presidents Commission. I did so, and served a two-year term as chairman of the Commission's Division III subcommittee and member of the executive committee as well. I have since participated in a number of NCAA special committees and task forces, including those related to institutional responsibility and the national forum discussions. Currently I am a member of the Presidents Commission's Advisory Committee to Review NCAA Governance.

Finally, in more than 30 years of higher education administration, I have been responsible for athletic programs at various institutions, including Ohio University (a major Division I school) and Ithaca College (a leading Division III institution). I am in my fifteenth year at Ithaca, a school where 800 of our 6200 students participate in 24 varsity team sports, where five national championship titles were won during the last 18 months, and where no athletic scholarships are given.

Actually, I started my "career" in athletics with Joe Paterno and Rosie Grier--more years ago than either of them would admit. Joe and I supervised a residence hall together at Penn State and I remember telling Joe to forget about football, go back to Brown for his doctorate, and make something of himself. And I told Rosie Grier to quit learning to play the guitar and come into the dormitory and study so that he could make something of himself. Needless to say, I make no claim on predicting the future. Nor would I even claim a corner on wisdom as a result of these many years of participation. I offer only my personal views after having had a somewhat unusual opportunity to look at intercollegiate athletics closely from a variety of perspectives.

I have learned a number of lessons during my time of involvement with intercollegiate athletics. I have, for example, come to appreciate the great complexity of the issues and the great diversity of opinions which exist among the public, among higher education representatives, among the press, and among our legislators. When I first began my work on the Presidents Commission, I thought I had the answers. I really felt that I knew what had to be done, or at least I had some pretty strong opinions about what should be done. There had to be cost-containment, freshmen could not be eligible, there could be no spring practice, all aid had to be need based, satisfactory progress toward degrees was a must, and de-emphasis had to occur across the board. Frankly, the longer I have been immersed in these issues, and the more I have studied them, the more complex they appear.

As my friend and colleague, Bob Atwell, pointed out in his own testimony before the House Subcommittee on Post-Secondary Education, there are those who believe that the problems of intercollegiate athletics are isolated cases in an otherwise healthy enterprise. There are also those who believe that the problems are systemic rather than isolated, and that the system is basically unhealthy. I come down somewhere in the middle and would say that some types of problems are limited to a fairly small group of institutions, while others are more pervasive. In any case, I have learned that the resolutions to most of the problems, no matter which category they fall in, cannot be achieved easily or quickly.

Indeed, when we look back at the history of college athletics, it is clear that today's problems had their origins more than 75 years ago. The Carnegie Commission's report of 1929 was a response to commercialism creeping into college athletics and contains statements that sound frighteningly familiar. In 1915, William T. Foster told the National Education Association that "the making of money through intercollegiate athletics continues to be a curse not only to institutions, but as well to individual players." And an individual serving as head of the Football Rules Committee in the late 1920's noted that the "really dangerous tendencies" associated with intercollegiate athletics included "overemphasis of the individual player as seen in pre-season press notices . . .; the danger of not keeping college football and professional football distinctly and definitely separated; overemphasis on the necessity of having a 'winning season;' and the tendency to treat the winning of games as a business and less like a sport."

Theodore Roosevelt's establishment of the NCAA in 1906 proved very effective in addressing those early concerns, and for a period of several decades, the problems seemed minimal. In more recent years, however, with the advent of television contracts, college stadiums with 100,000 seats and large mortgages, and use of intercollegiate programs as farm teams for professional football and basketball, serious problems have again emerged.

If we are going to talk about systemic problems, we need to consider our culture and not just our campuses. Again, as Bob Atwell indicated in his testimony, we do live in a "sports-crazed society" in which money is the name of the game, and in which "the media focus their attention on big-time college and professional football, basketball, and baseball, to the exclusion of the less well-known institutions and the less spectator-oriented sports."

We must remember, too, that colleges and universities are not the only ones to benefit from big-time sports programs. Certainly large sums of money come to big-time winning institutions, but those same institutions are attracting a great deal of business to their respective communities. Their athletic programs comprise a major enterprise that is woven tightly into the economic fabric of those communities.

Needless to say, there is a tremendous reluctance on the part of many to tear that fabric. We all know of coaches and indeed presidents who have found their careers cut short in recent years when they have had the temerity to stand up to boosters, alumni, and sometimes even legislators, in order to raise issues of integrity in athletic programs.

Even powerful non-educational institutions like the National Football League (NFL) have had difficulty. In spite of its longstanding rule that prohibits players from entering the NFL until college athletic eligibility has expired, the NFL felt compelled to make an exception for last year's Heisman trophy winner. NFL Commissioner Rozelle, writing to a legislator, indicated that "the NFL's finish-college-first rule . . . has come under increasing criticism." Rozelle noted that the school's athletic director had fully supported the athlete's intent to join the NFL early, and that the student's father had said that he would sue the NFL for $100 million if his son's petition for an exception was denied.

As educators, looking back on our experience with intercollegiate athletics over the last several years, I think college presidents can agree that our awareness of and participation in this area have increased significantly. From a few presidents who sounded an early alarm, today there are many voices heard more loudly and more regularly. As educators and presidents, we are sounding the call and calling the shots in ways clearly different than just a few years ago--and the ACE, the NCAA, and the Presidents Commission have been principal players in bringing about this transition. Although perhaps not as rapidly as many would like, I believe we have made substantial progress in the years since the Commission was chartered.

We do have, for example, new academic eligibility standards for athletes, strengthened enforcement procedures, and a trio of self-study tools to support compliance, including an annual financial audit report, an institutional self-study conducted at least every five years by member institutions, and the academic reporting program that currently requires Division I schools to report information such as graduation rates to the NCAA. The message in each instance has been clear, if not terribly popular: that there is a deep and abiding concern on the part of college and university presidents to address the problems of intercollegiate athletics, and in so doing, to once again restore meaning to the word "student-athlete."

One of the topics of great interest at the moment is the proposed "Right to Know" legislation, which would require NCAA Division I institutions publicly to disclose the graduation rates of athletes in comparison with the total student body.

There has been some work accomplished in this area, and that should not be overlooked. For example, as I mentioned, Division I schools must now provide graduation rate data on their NCAA academic reporting forms. That requirement went into effect in 1986. A year later, a summary of the first reports filed suggested a problem in the definition of terms for the calculation and reporting of graduation rates. According to an NCAA News story filed at the time, more than half of the reporting institutions indicated an inability accurately to gather the information needed to calculate graduation rates for their entire student body. As a result, the methodology was adjusted in a way that would make it easier for institutions to report. The NCAA now has access to much more data and publishes in aggregate form both raw and adjusted graduation rates. I leave it to my colleague, Dick Schultz, to tell you to what degree the NCAA is satisfied with the present criteria and to what degree the program is effective. One thing is clear, however: the NCAA continues to demonstrate a significant concern and to seek the best means of collecting and evaluating data.

There are aspects of the proposed S.580 legislation on which I think we all agree. Certainly every effort should be made to provide as much information as possible to students and their parents to help inform their decision-making when it comes to selecting the appropriate college or university. I think we can also agree that whether it is five schools that have a problem with graduation rates or 500 schools, those institutions have an obligation to address the problem and, in keeping with their missions as educational institutions, to ensure that student athletes, like all other students, have an appropriate opportunity to succeed academically.

The debatable question is through what means to resolve the issue. Does it require congressional intervention or can it be accomplished at the institution and association level? I must be candid and say that in my view legislation would be counterproductive and could add to the problem by fueling the divisiveness and confusion that already exist, to say nothing of setting a dangerous precedent.

Part of the problem we face is a lack of understanding of the nature of the educational enterprise. Many assume, for example, the existence of a common data base or a common set of definitions that simply do not exist. During my time with the Presidents Commission, I attempted to look at the admissions standards employed by Division III institutions. The intention was to determine whether or not initial academic eligibility requirements were necessary in Division III, following the path taken by Divisions I and II. I was shocked to discover that many institutions simply could not respond to basic survey questions designed to tell us something about SAT scores, class ranks, and other qualitative data. Many did not have it in a format that made it easily accessible, and would have had to undertake an enormously cumbersome research effort that they could not support from a staff or budget standpoint. When we talk, therefore, about something as complex as graduation rates, we must be very careful to make sure that we start out with apples and apples so that we get worthwhile results.

This takes time and considerable effort. Indeed, just this past month, a group convened by the National Institute of Independent Colleges and Universities (NIICU) met in Washington to discuss standards for research and reporting on the retention of student athletes. Present were representatives of the major national collegiate athletic organizations, the American Association of College Registrars and Admissions Officers (AACRAO), and researchers from nationally-known Division I public and Division III private institutions. They met in a concerted cooperative effort to resolve major definitional differences.

The complex questions they addressed included what outsiders might have considered simple. For example, what is a student athlete? Should we count all athletes, just those with scholarships, or just those with scholarships who have been recruited? For that matter, what constitutes a scholarship? How do we define recruitment? Should only freshmen be tracked--that is, should the data include only those who compete in their initial year of school or should it include those who compete at any time during their college careers? There are, after all, institutions where, for example, fully one-third of the freshmen who will eventually compete at the intercollegiate level do not compete at all during the freshman year.

Another major question, and one that has only recently received some attention in the revising of the proposed legislation, has to do with how long students should be tracked. There is a study to be released soon by the National Center for Educational Statistics which shows that the normal length of time to graduation for non-athletes is five to six years. In fact, only 15% of the freshmen who entered school in 1980 graduated within the traditional four years (or four years and a summer) which we generally think of as the normal amount of time required to complete a bachelor's degree program. Only 30% graduated in 5 years; 40% in 6.

The NIICU group hopes to help establish definitions and suggest reporting guidelines that all constituencies will find workable and acceptable. They have already drafted a document that addresses most of these questions, and each of the group members has agreed to return to his or her organization and explore the degree to which the proposed common definitions can be applied. This is a critical next step, especially given the upcoming October meeting of the Presidents Commission during which this material will be reviewed with the intent of incorporating it into legislation to be proposed at the NCAA's January convention. If the key associations and their member institutions can continue to work together with the support of Congress to reach consensus and to pursue resolution of problems we identify with straightforward substantive legislation at the association level, we will succeed.

Having said that, I can only recommend that the Congress give the NCAA an opportunity to introduce and implement legislation in support of disclosure of graduation rates. If there is an appropriate role for Congress to play, it is in the continuation of hearings such as this one, in which viewpoints can be expressed, ideas explored, and a clear message sent relative to the interest of the Congress in supporting efforts to resolve these issues. Colleges and universities, and especially their chief executive officers, will stand a much better chance of succeeding at the institution and association level if they know they have the support of their representatives in Congress. That would be an important step in refreshing our cultural perspective on these issues, and would prove far more beneficial than any single piece of legislation.

Again, these things take time. Perhaps the most important lesson I have learned in my work with the American Council on Education, the NCAA, and the Presidents Commission is that we must make time our ally. In feeling a genuine sense of urgency to reach solutions, in our understandable desire for immediate response to some of the dramatic and even tragic events that have occurred, we must be careful not to make time our enemy. We must accept the fact that we must invest an appropriate amount of time to develop plans that will stand the test of time.

Thank you very much.

Senator METZENBAUM. Our last witness on this panel is Dr. Patricia Lucas of Bradenton, FL, high school principal of Southeast High School and President of the National Association of Secondary School Principals. We are very happy to have you with us.

STATEMENT OF DR. PATRICIA LUCAS, PRINCIPAL, SOUTHEAST HIGH SCHOOL, BRADENTON, FL, PRESIDENT, FLORIDA ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS, NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS

Dr. LUCAS. Thank you, sir. One slight correction. I am President of the Florida Association of Secondary School Principals, not the National Association.

Senator METZENBAUM. You will be.

Dr. LUCAS. I am also a member of the board of directors of Florida High School Activities Association. I certainly appreciate the opportunity to present my views about the Student Athlete Right-to-Know Act and represent the National Association of Secondary School Principals whose membership includes 41,000 middle, junior and senior high school principals and assistant principals nationwide.

We at NASSP commend you, Senator Bradley and Senator Kennedy, for initiating this debate about the right of student-athletes and all students to have access to information about a college's track record on and off the field. The data this legislation would require schools to provide to the consumers will result in students and their families weighing all the facts and possessing the information necessary to compare schools under consideration prior to signing a letter of intent.

It will also enable principals, counselors and coaches to better advise students about their academic future. And we believe it will ultimately benefit colleges and universities in their overall effort to demonstrate to potential recruits that the long-term interest of all their students is of paramount importance. My school where I have been principal for 10 years is in a growing area of Florida with an expanding enrollment. With 35 percent of our student body eligible for free and reduced lunch and a 24 percent minority population, we have a very diverse student population.

We offer a comprehensive program both academically and in the area of activities. Our athletic program includes 14 sports. We have been privileged to win two state championships in girls' basketball and be the state runner-up in football twice in the past 4 years. Additionally, we have had many other individual champions. This year hopefully we will at least make the state boys' basketball playoffs as we have the number one player in Florida on our team.

And so you can see we have had plenty of experience in assisting student-athletes in making the critical decision about which school to attend. Over the past 10 years, we have had many outstanding athletes, but only two girls have gone on to play ball beyond the college level. We do have a former student who is a senior at William and Mary this year who is hoping to play in the NFL, a student, I might add, who has always been superior academically and has used his athletic ability to further his educational goals.

This bill can be very important to the students, teachers, coaches and principals, not so much for the outstanding student who has already established high academic goals, but particularly for the average high school athlete whose maturity level is not yet sufficient to focus much beyond the glory of playing college ball and dreaming of the pros.

By providing the student, his parents, and the school with this information, the decision-making process can only be enhanced. This vital information can only help students and their families make good decisions and improve their educational opportunities. Let me tell you a little about what we do at the high school level to try to help our student-athletes.

Obviously, our guidance counselors do inform students of the proper courses to take, supply them with information on NCAA requirements and so forth. I might add, however, with a ratio of 580 students to each counselor, the availability of easily understandable comparative information on colleges is vital to the advising process. Coaches take a much more intimate approach as you heard Coach Hurley speak of in his high school.

They run mandatory study halls, arrange for tutoring as necessary, keep track of grades, many times on a weekly basis both in and out of season. This past year even the wife of our head boys' basketball coach has been tutoring a player in math. These opportunities are available for all student-athletes, and are typical of most of the high schools I know.

In addition, we have special courses to help prepare students to take the SAT and ACT exams. But if a student appears to be particularly athletically gifted, he will probably receive additional direction and guidance early on, perhaps even in the ninth grade to ensure that he is taking the proper sequence of courses and not looking for easy grades. Once a student-athlete enters his senior year, our football coach, for example, does much the same as Coach Hurley does. He goes to the student's home where he explains the NCAA recruiting rules to the student and his parents.

He also encourages them to keep a notebook with a record of all communications and contacts received. He gives them a list of questions to ask recruiters. He discusses the student's educational goals and areas of interest. The assistance parents and students need is sometimes as basic as asking does the college offer course work and a degree in your area of interest? What support systems does the college offer?

The information which would be required by this bill would fit right into this notebook and would be of great assistance to the families and students in making their decisions. We have a student right now who is one of the outstanding linemen in the United States. He has a 3.9 average with a 4.0 in the core subjects. This past summer he and his older brother visited the campuses of several interesting schools unannounced.

He is seeking his own information, and has been the recruiter of colleges. Many students, however, are not this mature or educationally directed at 17 or 18. With the sports system I have briefly described, it is evident that the information required by this bill would be particularly important to the marginal student who may

enter college with some profound needs for monitoring and tutoring.

Senator METZENBAUM. Would you wind up, please, Dr. Lucas?

Dr. LUCAS. Yes. The end result of the educational process, no matter the level, is to enable the individual to reach his potential and to make him a contributing member of society. In high school, we view activities including sports as a means of attracting and keeping the at-risk student and helping all students learn the important qualities of teamwork, fair play and good sportsmanship.

And indeed, statistics show that students who are involved in athletics, band, and other extra-curricular activities are more likely to stay in school. Certainly the reverse situation should not be true at the college level. In my view, the primary view of this legislation is to help kids. It will also help principals and others at the school level by enhancing our capacity to serve the interest of the individual student, the family, and in turn result in higher confidence on the part of the public in the whole educational process.

Senator METZENBAUM. Thank you very much, Dr. Lucas.

[The prepared statement of The National Association of Secondary School Principals follows:]

PREPARED STATEMENT OF THE NATIONAL ASSOCIATON OF SECONDARY SCHOOL PRINCIPALS, PATRICIA E, LUCA ON BEHALF OF

My name is Patricia Lucas. I am the principal of Southeast High School in Bradenton, Florida and the President of the Florida Association of Secondary School Principals. I appreciate the opportunity to present my views about the Student Athlete's Right-to-Know Act and represent the National Association of Secondary School Principals, whose membership includes 41,000 middle, junior and senior high school principals and assistant principals nationwide.

We at NASSP commend you, Mr. Chairman, and Senator Bradley for initiating this debate about the right of student athletes and all students to have access to information about a college's "track record" on and off the field. The data this legislation would require schools to provide will result in students and their families weighing all the facts, and possessing the information necessary to compare schools under consideration prior to signing a "letter of intent." It will also enable principals and student counselors to better advise students about their academic future, and we believe it will ultimately benefit colleges and universities in their overall effort to demonstrate to potential recruits that the long term interest of all its students is of paramount importance.

Mr. Chairman, all students, but especially highly recruited athletes, agonize over the tough decision of which college or university to attend. Their parents, principals, teachers, school advisors, friends and clergy struggle to assist the youth about the decision which is often clouded by the lure of big time college sports and the ultimate, yet elusive, goal of making it to the "big leagues." Young athletes dream of achieving the status, notoriety and wealth of the Michael Jordans and the Joe Montanas, but the dream belies the fact that less than one-tenth of one percent of all high school athletes ever

reach the pro-ranks, leaving the vast majority to depend on their nonathletic skills to make a living.

This bill helps us all to live up to the reality that the long term future of all aspiring student athletes rests on the academic playing field, not on the gridiron or on the court. It recognizes students as consumers of the vital services provided in our colleges and universities and that all of us in education, government, and the private sector have an interest in assuring to all eligible students an opportunity for academic success and ideally emerging with a degree in hand.

The power and genius of an informed consumer can be a compelling agent for change in our free society. We envision this leading to significant benefits to the consumer and the institution alike. The increased emphasis placed on a recruit's academic well-being, especially the at-risk student athlete, will lead recruiters to incorporate the school's "vital statistics" as an important selling point when encouraging a student to join their team. A revitalized commitment to the whole student is a must if we as a society are to meet the challenges of an increasingly demanding world and this "rules change" will help shift the importance of an athlete's competitive learning edge with the competitive edge in sports.

The power of information was brought to light two years ago when the Transportation Department administratively required airline companies to disclose their monthly on-time takeoff and landing records. In retrospect, it was a brilliant use of government's authority that resulted in the airlines' use of this same mandated report as an advertising and marketing tool to convince prospective customers of their reliability and commitment to their customer's schedules.

In very similiar ways this information will reveal the commitment of some schools and the neglect of others. The data this bill requires is not subject to any "Madison Avenue gloss." Instead, it is hard data that will become part of the recruiting equation determining winners and losers in the recruiting game. This is vital information and to deny it is to betray the noble mission of higher education.

The bill would also require that a student's high school principal or guidance counselor indicate that they have reviewed and discussed this information with the athlete. We gladly accept that responsibility for the well-being of our students.

Furthermore, we encourage the Committee to consider requiring some additional information particularly helpful to the marginal student. In addition to graduation rates, scholarships and earned degree information, these students would greatly benefit by knowing what kind of support system is in place at the college in the form of tutoring services, counseling services or other special academic assistance. In many cases these services make the difference between achieving a degree and dropping out after athletic eligibility.

Secondly, prior to signing on the dotted line, students should be fully aware of the "red shirting" policy of the college or university, because a four-year college career will surely become a five-year career if this is a predominant policy in the school's athletic department.

In conclusion, Mr. Chairman, the nation's high school principals encourage you to move forward on this important legislation. It is not a panacea, but it offers an opportunity for all of us involved in education to demonstrably place greater emphasis on learning and, in turn, the "realistic" futures of the vast majority of physically talented students.

If the N.C.A.A. wishes to voluntarily pre-empt this legislation by requiring it's member schools to similarily inform their prospective students, we would gladly accept this. The important issue is to assure that all students have the information necessary to make a sound judgment about their learning future.

Again, Mr. Chairman, thank you for your leadership on this important issue. I am pleased to answer any questions the Committee might have. Thank you.

Senator METZENBAUM. Mr. Schultz, as I mentioned in my opening statement, it appears that NCAA and the universities have not lived up to their obligation to police themselves. Now I know there has been interest on the part of senators and parents and athletes and other educators. Does not this delay—there's been some action but not that much—suggest they are not capable of policing themselves?

Mr. SCHULTZ. I guess I would have to disagree with that statement. You talk about 5 years ago. At that time I think the NCAA did address many of these issues. They started collecting graduation data at that time, providing it in tabular form. We have already talked about changing dramatically the initial eligibility rule and the academic progress rule, which the academic progress rule for athletes is actually much more demanding than it is for the student in general.

It has only been since the Senator's bill that the emphasis has been on the individual disclosure of institutions. I think if you would take the time to visit with college presidents, you would find in the last few years there has been renewed vigor in establishing an academic excellence and integrity in the whole area of intercollegiate athletics.

Unfortunately, there is always the time lapse. It takes time to institute these things, and then it takes time to get athletes all the way through because we are always talking about a 5-year lag time when it comes to at least academic legislation. So I think you would find for the most part that they have been quite expedient and very proactive in dealing with these situations.

Senator METZENBAUM. Now your data on graduation rates show that recruited student-athletes in Division I institutions had a median graduation rate of 48 percent compared with 47.8 percent for all students. But your statistics do not factor in students who left because of financial need. It seems to me that skews the results. Do you have figures on that?

Mr. SCHULTZ. Would you clarify that? You are talking about students that leave for financial reasons?

Senator METZENBAUM. Yes.

Mr. SCHULTZ. Are you talking about regular students or athletes?

Senator METZENBAUM. Talking about regular.

Mr. SCHULTZ. Well, we have asked for that data. In fact, my suggestion to Senator Bradley on the bill is that we use an adjusted graduation rate for all people, and the point that I have made is that we probably have more regular students in and out of school because of financial reasons and other reasons than we do athletes. And the only fair way of presenting any graduation data for athletes or nonathletes is to use the adjusted graduation material.

We tried to do that the first year of our study. We were able to do that for athletes because that is a small sample, but we had great resistance on the part of the institutions because they said they did not have the tracking mechanisms in place to do that for all students. All they could do is provide us with raw data. So in order to provide valid information we have used the raw data, but in tabular form, we have also indicated the adjusted graduation rate for athletes only because that is the only data available to us

in the member institutions. But we would like to provide that in full refined form for students as well as student-athletes.

Senator METZENBAUM. Let me be clear. Is the NCAA unalterably opposed to this legislation, somewhat opposed to this legislation, or interested in working out anything in connection with this legislation?

Mr. SCHULTZ. I do not think you can say that the NCAA is opposed to it. I think most of the opposition that has come from schools regarding this are institutions that are not collecting this data, institutions that feel that this is going to be a burden for them. They are not doing it now. It really does not apply to them. I think the interest of our schools and our presidents is that they feel that Senator Bradley has placed pressure on them. They would like to respond to that. They would like to be self-sufficient in dealing with this, and would like the opportunity to provide this information on their own in a good public forum.

My feeling personally is I would like to see them have that chance. If we do not pass meaningful legislation, Senator, I will personally lobby for your bill. I think it is that important.

Senator METZENBAUM. Well, at this point, though, is the NCAA for it or against it or no position?

Mr. SCHULTZ. I do not think the NCAA has made a statement either way. I think the only thing, the position that the President's Commission has taken and the membership is give us a chance to provide this data on our own.

Senator METZENBAUM. And Dr. Whalen, is the American Council on Education for this legislation or opposed to it?

Dr. WHALEN. The American Council has not taken a position other than the intent of the legislation they support. The American Council has indicated that if action is not taken in the January meeting of the NCAA to provide the information that this bill would intend, the American Council of Education would support the bill.

We believe that it is better to do this ourselves than to have legislation. I can foresee the possibility of the next legislation being on the length of playing, number of contests, a whole variety of issues which I think we need to deal with ourselves. Senator Bradley has provided the impetus and these hearings provide impetus, and it helps us a lot, and we need that continuing kind of help, but we can do this ourselves, and we will do this ourselves.

And if we do not do it in January, if it is not accomplished in January, then the NCAA in terms of Dick Schultz will lobby for it and the American Council on Education will support the bill.

Senator METZENBAUM. It is my understanding that Senator Bradley has to leave shortly. I believe he has some questions. Senator Bradley.

Senator BRADLEY. Thank you very much, Mr. Chairman, for the courtesy of allowing me to go ahead. I would like to follow up on what each of you have said. Are you talking about action that would relate to adjusted graduation rates or are you talking about action that would relate to straight graduation rates?

Mr. SCHULTZ. At the present time, Senator, I would assume that it would probably be raw data graduation rates. We have not had much success in doing that although I would certainly push for

that as I have discussed that with you, that it would be adjusted graduation rates for both students and student-athletes.

Senator BRADLEY. Dr. Whalen, do you have an opinion?

Dr. WHALEN. I have a concern. I am looking at three different sets of data, GAO data, data from the research from NCES, the National Center for Educational Statistics, and some data from NCAA, and I am finding differences among those data.

Some people met recently here in Washington, some goodwill people and research, trying to come up with some kind of database that would be satisfactory.

Senator BRADLEY. Just for your deliberations, let me say that if you go with adjusted graduation rates, I think you are heading down a dangerous path here because the question that families want to know is at your institution, President X, there were "x" number of athletic scholarships given in year 1990. By 1995, how many of those people who were given athletic scholarships graduated? That is what we want to know.

If you want to do a little special study on transfers, some indications they have higher graduation rates, do a little special study on transfers. If you want to do a little special study on the kids who were given athletic scholarships that dropped out, do a little special study on that. But we want to have the best information because that goes in part to your ability to make judgments about kids you give athletic scholarships to.

So, you know, I want to make sure that we are talking about the same thing here because if you are worried about three sets of data, you get an adjusted graduation rate, and you are going to have a whole lot of sets of data. So that is just as a comment in case you want to clarify your position for the record.

Dr. WHALEN. I would be concerned——

Senator BRADLEY. You do not have to do it now.

Dr. WHALEN. I would be concerned about telling someone that we gave "x" number of scholarships, and these are how many graduated without giving a lot more information because I do not think that is good information. It could be quite misleading. We had a hundred scholarships given 4 years ago or 5 years ago, and 50 people graduated. What happened to the other 50? I think they have a right to know that, and that should be well documented.

Senator BRADLEY. What happened to the other 50? Well, you can put that in an appendix; right?

Dr. WHALEN. I think it should be right up front.

Senator BRADLEY. Let us ask Dr. Lucas. What do you think? Do you think that we should have a direct, clear, simple accountability standard or do you think it should be an adjusted standard?

Dr. LUCAS. Well, I think if you do not want to count those athletes who leave in good academic standing that is fine if the student leaves before his 4 or 5 year eligibility, the 4-year eligibility is up. However, to not count him after the 4 years of basketball is over I think is deceiving. So I would certainly want it very clear and simple to understand.

Senator BRADLEY. Let me ask you. What would you do? Let us assume the NCAA acts. Let us assume the NCAA acts in a way that would be judged by the committee as being appropriate. What

do we do about the nonNCAA schools? There are 488 nonNCAA schools. What do we do about them?

Mr. SCHULTZ. Well, hopefully they would address it the same way, but that, of course, is a good question, and your bill would be all encompassing.

Senator BRADLEY. Right. Let me ask you a few other nuts and bolts questions here. The bill refers to athletic scholarships. Do you think that is appropriate, or do you think it should be any funds from any institutional source awarded to a student based upon athletic abilities?

Mr. SCHULTZ. I think if you are really going to get accurate data, you probably should limit it to bona fide athletic scholarships. I think it would be——

Senator BRADLEY. Are you concerned about special things like tuition waivers, tuition remissions, varieties of other things?

Mr. SCHULTZ. Well, those are counted.

Senator BRADLEY. In the athletic scholarships?

Mr. SCHULTZ. Right. Anything that is athletic-related aid, and those tuition remissions are given to athletic departments, that would have to count because there is a limit on the number of grant-in-aids that can be received. So that is something that is monitored quite carefully.

Senator BRADLEY. What do you think of the part of the bill that requires that high school guidance counselor or principal share the information with the prospective student-athlete prior to any letter of intent?

Mr. SCHULTZ. I think graduation data, if it is made public, should be shared. I think they should have that information. I think that goes along with making an informed choice. There would probably have to be some adjustment in the national letter of intent. This is a very misunderstood document. Most people think it is an NCAA administered program, and it is not.

Senator BRADLEY. No, I know that. Do you have any suggestions for the committee?

Mr. SCHULTZ. Well, I think if that moves forward that you would be dealing with the Collegiate Commissioners Association and you probably should discuss that with them and see what they might suggest and how that could be incorporated.

Senator BRADLEY. Dr. Lucas, do you see that aspect of the bill that requires consultation with the guidance counselor to be an important part of the bill?

Dr. LUCAS. Definitely.

Senator BRADLEY. And why is that the case?

Dr. LUCAS. Because I think that first of all we are already actively involved in working with the students and their families and I believe that we should be held responsible for making sure that they are in receipt of that very valuable information.

Senator BRADLEY. And Mr. Schultz, do you have any suggestions for the committee on ways that your concerns about the Buckley Act could be dealt with?

Mr. SCHULTZ. I think that is one that takes a lot of study because it is not just the sport of basketball. As you well know, there is a lot of sports where you only have one or two or perhaps at the most three athletes in any one particular year that are recruited.

And whenever you have that small a population, you always run that risk when you break it down by race.

Senator BRADLEY. But do you have any suggestions for the committee?

Mr. SCHULTZ. I think that you might be able to divide it in such a way that you would, say, present the graduation rates, let us say, for the basketball team and then take the graduation rate for minorities as compared to others in a special group.

Senator BRADLEY. What if you did it on a kind of rolling average of 3 or 4 years? Would that not help?

Mr. SCHULTZ. Our researchers have suggested that a 4-year rolling average might be much more accurate, and it would absolve this concern about the Buckley Amendment.

Senator BRADLEY. So that might be one way to handle your concerns?

Mr. SCHULTZ. Right.

Senator BRADLEY. And you would recommend that if the committee went ahead we do that; would you?

Mr. SCHULTZ. In fact, I think that is something we even need to take a look at in our own data.

Senator BRADLEY. Yes. What if the person who signed a letter for a scholarship agreed to share that information, his own information as part of the scholarship?

Mr. SCHULTZ. That would be no problem.

Senator BRADLEY. So that is another way to handle it?

Mr. SCHULTZ. That is correct.

Senator BRADLEY. OK. So that the Buckley objection is not insurmountable if people of goodwill sit around the table.

Mr. SCHULTZ. It is not an objection. It is just a question that needs to be resolved.

Senator BRADLEY. Right. I think it is a good question, and I appreciate your willingness to make the suggestions today. Dr. Lucas, is this something that is strongly supported by the secondary school principals?

Dr. LUCAS. Yes, definitely. We do feel that students and their families need to have this information so they can make informed decisions.

Senator BRADLEY. Thank you all very much for agreeing to testify today. Mr. Chairman, thank you for allowing me to ask a few questions.

Senator METZENBAUM. Thank you very much, Senator Bradley. We are happy to work with you in connection with this legislation. Dr. Lucas, how much contact have you had with college recruiters in your career as a school principal?

Dr. LUCAS. We have had a number of students recruited from our school, and as a matter of courtesy, if nothing else, usually when a recruiter is on campus they do come by my office and we chat for a few minutes.

Senator METZENBAUM. And you have indicated that you think the legislation could be stronger in some areas. Would you care to elaborate on that?

Dr. LUCAS. Well, I do think that it could be possible to include some information about the support programs that are offered at various schools including things like mentoring and tutoring and

just as the coach from Villanova he reported he had going in his program. We are aware of some of those things currently with schools that we actively direct students to attend because we are aware of their extensive support systems.

Senator METZENBAUM. I want to thank you, Dr. Lucas and Dr. Whalen and Mr. Schultz, for being with us today. Your testimony has been very helpful, and the committee looks forward to working with you. Your entire statements will be included in the record. Thank you very much.

Our last witness today is the very distinguished former basketball player—a professional basketball player—but even more distinguished as a member of the House of Representatives from the 4th District in Maryland. We are very happy to have Congressman McMillen with us today. He has contributed much in his career as a member of the Congress and we look forward to hearing from him today. It is my understanding that he is the House cosponsor of this legislation. Happy to see you, Tom.

STATEMENT OF HON. TOM MCMILLEN, FORMER PROFESSIONAL BASKETBALL PLAYER, AND MEMBER, U.S. HOUSE OF REPRESENTATIVES, 4TH DISTRICT, BALTIMORE, MD

Mr. MCMILLEN. Thank you very much, Mr. Chairman. It is a pleasure to have this opportunity to testify. I regret that my colleague on the House side, Ed Towns, who was an original cosponsor of our bill, could not be here today. But I am pleased to testify on behalf of both of us. And I am delighted that Senator Bradley was here and had a chance to ask some questions, who as you know is also a cosponsor of the legislation on the Senate side.

Let me just say first that I would like to ask that my testimony be included in the record in its entirety.

Senator METZENBAUM. All of your entire statement will be included in the record as if orally delivered.

Mr. MCMILLEN. Senator Bradley, Congressman Towns and myself were all products of the NCAA. And I could sit here for hours and talk about the good in the NCAA and the fine things that I received out of my college education. But I am afraid the NCAA is not demonstrating sufficient leadership addressing the kinds of reforms that are needed in the system. At the same time the American people are clamoring for this kind of reform.

We clearly know that the system is out of balance. Many kids across this country are mortgaging their education in pursuit of a dream, a dream of becoming a professional athlete or whatever. If you look across the country, we saw recently a Governor in Texas who was literally thrown out because he advocated tough pass to play standards for football players. We saw a Kentucky school teacher who was fired from her job and driven from a town because she flunked the star quarterback.

We are putting a great deal of priority over brawn power over brain power in this country, and I think it is a terrible message in this time when the issue of national competitiveness is on our front burners. The Student Athlete Right-to-Know Act, Mr. Chairman, is a relatively meager step. We consider it a fairly innocuous consumer bill that requires colleges and universities to disclose their

graduation rates and to provide consumers, parents, students and guidance counselors the information they need to make their decisions. After all, we do it for airlines in terms of on-time departure schedules and arrival schedules. Why should we not do it for colleges and universities?

The fact is that we have received strong support in the House. We have over 110 cosponsors of this measure. Some of the objections that were raised during this hearing I find to be quite interesting. Those who are calling for adjusted graduation rates, we have to remember that all we are doing is we are comparing apples to apples. If we are going to adjust it, we are going to be comparing adjusted apples to adjusted apples.

So I consider the fact that we are trying to create a standard certainly not a major objection. The fact is is that the trend-line over time will say something about a university's performance. If they do a terrible job over the long haul of graduating their students that, in fact, will say something. Let me make a point about my alma mater, the University of Maryland, who went through terrible turmoil after the death of Lenny Bias. The GAO report said that the University of Maryland is doing a terrible job of graduating their basketball players. 20 percent have graduated in the year that they cited.

But what has happened because of this pressure, because of this public clamoring? I am happy to say that the University officials are reporting that all three seniors on that basketball team this year are on the way to graduation. That is the kind of thing this measure can do.

The last issue I would like to address is the privacy issue that was raised, the Buckley Amendment. The fact is that we are all very conscious of that, but if you have ever gone to a graduation ceremony, you can get a list of every one of the graduates of the university, and if you compare that with the basketball program, does that not, in fact, throw that issue out the window?

We publicize them. The university publicizes their graduates. So I do not think that our measure is going to infringe upon personal privacy matters. The bottom line here is the NCAA is trying to incrementalize in this issue. When I said the American people want more, 80 percent of the American people are asking for tougher standards. If the NCAA does not want to take this meager first step, how can we expect them to take the substantive reform steps that are necessary such as calling for the end of freshman eligibility and real pass to play standards?

So I think the point is that we need action now, Mr. Chairman. We cannot wait till January. We cannot wait for another year. We need action now, and that is why I appreciate the chance to testify in front of you today. Thank you.

Senator METZENBAUM. Thank you very much, Congressman McMillen. And I think you will see some action here in the Senate. I hope we will see some action in the House, and we look forward to working with you. I know I speak for Senator Kennedy, the Chairman of the committee, who had to leave to participate in a funeral service, and Senator Bradley, and other members of this committee. Thank you very much and we are privileged to have you be with us here today.

Mr. MCMILLEN. Thank you, Mr. Chairman.
[The prepared statement of Mr. McMillen follows:]

PREPARED STATEMENT OF REPRESENTATIVE TOM MCMILLEN

Mr. Chairman, first, let me thank you for allowing me to testify before this committee. I believe this is an important issue, and the time has come for Congress to begin examining the need for additional regulation in this area.

Mr. Chairman, last week millions of young people returned to schools. Many had books in hand ready to study, but many others weren't carrying books, they would carry basketballs, putting on football helmets, tying up cleats. All around the country, we see students not mesmerized by academics, but athletics. These youngsters strive to excel, with almost singular obsession, on the playing field, with little or no interest in their studies. What's worse, professional educators who are suppose to monitor and guide these students, turn away at the star quarterback failing at math. Mr. Chairman, this is not the strategy of a Nation seeking to win in the competitive world marketplace, this is a blueprint for disaster.

What we read in the headlines today is not accolades of young men and women achieving remarkable heights in academic endeavors, but abuses throughout our collegiate athletic system. Basically, the balance between athletics and academics has shifted in the wrong direction, and I fear our young people and our Nation will suffer for decades to come. Today many of our children, with not only our approval but our encouragement, are mortgaging their education to pursue the all but impossible dream of professional athletics. We have a responsibility to these young people and those who follow to help guide them to the right decisions as athletes and students.

We cannot blame our youth for their obsession with athletic success—we often display the same distortion of priorities. In a recent Texas gubernatorial race, the incumbent's loss was due in part to his support for a pass-to-play standard for high school athletes. A Kentucky schoolteacher was fired from her job and driven from town for giving a failing grade to the star quarterback. Everywhere we see parents and educators cheering for the ball player, and only quietly smiling to the "A" student. These are all signals to our young people and the world that America is more concerned about students' BRAWN power, than it is their BRAIN power.

These are some of the reasons why I welcomed, and agreed to cosponsor with Congressman Ed Towns and Senator Bill Bradley, the Student Athlete Right-to-Know Act. Quite simply, the bill would require schools receiving Federal assistance to report on the graduation rates of their athletic-scholarship recipients. It would also require a comparison of that graduation rate with the general student body. I will not elaborate on the specifics of the bill, since it was outlined by Senator Bradley earlier today. However, I am very happy to report that it is receiving growing support in the House of Representatives. As of today, 110 of my colleagues are cosponsors of this bill.

In many ways, this is a relatively innocuous consumer-information bill, designed to provide the students and parents with valuable information about the school they are considering. It is similar to the air line industry, which must report scheduling efficiency and the percentages of lost bags. Mr. Chairman, surely the education of our future generations is more important than a lost piece of luggage or a delayed flight.

Unfortunateiy, the data available shows that many are not getting this deserved education. The General Accounting Office compiled some statistics on the graduation rates of Division I schools in the NCAA—and I found some of the statistics alarming. In looking at the Division I basketball programs of 271 schools, nearly 40 percent of those schools could not graduate a quarter of the basketball team. And two-thirds of the colleges did not see half the team graduate. These are institutions that operate multi-million dollar programs, financed by lucrative TV contracts. But some where along the way, the goal of education was lost.

The leadership of the NCAA should play a critical role if the current system is going to be changed. I recognize the problems are not new, and that some efforts have been made. But action to date have been little more than shuffling the chairs on the deck of the Titanic. If the NCAA does not take substantive action, public support for collegiate athletics will continue to erode, and the many positive aspects of the system will be completely blurred by its shortcomings. Recent polls already show growing public outrage over the lack of emphasis on academics. Sizable majorities in the National survey said NCAA Division I schools overemphasize their

athletic programs and neglect academic requirements for athletes. Eight in 10 polled favored tighter scholarship standards.

Mr. Chairman, I hope the Student Athlete Right-to-Know Act will begin to move us back towards the primary goal of educating young people, and to developing basic standards for student-athletes. I did not come here to indict collegiate athletics—I am a product of that system and it taught me many of the skills I utilize today: among them, teamwork, persistence, and hard work. But our young people must understand that athletics alone will not sustain a life. Of the 12,000 young men who played in NCAA basketball programs in the 1986–87 school year, only 161 were drafted into the NBA, and many did not last more than a few years. The dream is, in fact, the impossible dream for most.

. Unfortunately, my own alma mater, the University of Maryland, has many of the same problems that exist at major schools. Of the freshmen who entered the basketball program in 1982, only one in five graduated. The football program did somewhat better, graduating about half. I'm happy to report, however, that Maryland officials say that all of the seniors on the basketball team are on track towards graduation. I'd like to think that some of our efforts in Congress to publicize this problem have been recognized by the University of Maryland, and other institutions, and they are taking appropriate action to improve the graduation rates.

As Senator Bradley has said, I did not expect any opposition to this bill, and I shudder to think at what our colleges and universities are afraid we will learn if we have access to their person's choice of school and should be available to the general public. Mr. chairman, I urge the committee to seriously consider passing this legislation. Thank you.

[Additional material submitted for the record follows:]

Equilla A. Webb, P. O. Box 160244, Cupertino, CA 95016

September 12, 1989

Senator Edward Kennedy
JFK Federal Building
Room 2400A
Boston, MA 02203

Dear Senator Kennedy:

I was heartened to hear about your recent study regarding the graduation rates of college basketball players. My son, Jay, is in his first year at University of Iowa on a basketball scholarship, so the subject is close to my heart.

My reason for writing you is to urge you to investigate a means or method of reimbursing young college players, who invest time, energy and sweat into a sport which pays them nothing, offers relatively little chance of advancing them to the professional rankings, yet enriches the schools, coaches and the NCAA.

To be competitive in his sport and remain on the team, an athlete must spend an inordinate amount of time training. To remain eligible for his scholarship and to graduate, the athlete spends his summers making up class time missed during the season. That leaves little or no time for working for funds. This also leaves him between a rock and a hard place.

This is especially difficult if the athlete is poor and his parents are unable to provide spending money. I realize there are grants available to a qualifying few, however, there are many others who need the funds and don't qualify.

I think athletes should be given a share of the funds generated from bowl games and tournaments with the balance going to the participating schools. This would alleviate a lot of hardship and eliminate the opportunity for agents to take advantage of young players.

Thank you for your consideration.

Sincerely,

Equilla A. Webb

cc: Rev. Jesse Jackson

P.S. I've enclosed a copy of a booklet I've written for parents.
An Amateur's Guide to Basketball Recruiting

Booklet helps parents of recruit

By Rick Brown
USA TODAY

Jay Webb's talent resulted in a basketball scholarship at the University of Iowa and turned his mother into an author.

Equilla Webb of San Jose, Calif., has written *An Amateur's Guide to Basketball Recruiting*, a 60-page how-to handbook for parents.

As her son was being recruited, she says she grew frustrated when she found no ready source available to answer her questions.

"I talked to the NCAA, and they sent me a rule book. It scared me because you have to be a lawyer to understand it," she says. "It was very frustrating. I was left to try to learn by trial and error.

"This is a very confusing time for parents, and I want to help them do what is best."

The booklet costs $10. Write P.O. Box 160244, Cupertino, Calif., 95016.

More news on the book beat:

▶ Former Columbia University football coach Larry McElreavy is working on a book about his experiences, tentatively titled *Don't Let the Bastards Get You Down*.

McElreavy, hired last month as an offensive coach at the University of Toledo, remains bitter after resigning amid charges of a liaison with a female assistant.

By Porter Binks, USA TODAY

ISIAH THOMAS: Pistons guard provides inside look at that just-completed championship season.

"I have not forgotten the New York media for their shabby treatment of me," McElreavy says. "I still believe Columbia had the chance to compete for the Ivy title and I still wish them luck. I'm grateful for the support of the athletic director Al Paul and others at Columbia."

▶ *Bad Boys! An Inside Look at the Detroit Pistons 1988-89 Season*, by Pistons guard Isiah Thomas and team public relations director Matt Dobek, is due out later this month.

"I wanted to give people an inside look at what life is like for an athlete in the NBA," Thomas says. "I think people want to know what it's like to be Isiah Thomas or Joe Dumars."

The 256-page book will cost $19.95.

▶ *Paterno: By the Book*, the autobiography of Penn State football coach Joe Paterno, is due out Sept. 29. "We're very eager that it not be a sports book. It's about life," said Penn State associate English professor Bernard Asbell, Paterno's co-author. "I think people can sense he is much deeper and broader that the average notion of a football coach."

▶ Georgetown University basketball coach John Thompson is looking for a publisher interested in a book he's co-writing with Hoyas academic coordinator Mary Fenlon.

Rick Brown writes for the Des Moines Register. Contributing: Carol Herwig, John Pitts, Steve Viuker

Former Arkansan writes parents' recruiting guide

Unanswered questions led to project

By Rick Brown
GANNETT NEWS SERVICE

Jay Webb's basketball talent resulted in a college scholarship at the University of Iowa and turned his mother into an author.

Equilla Webb, formerly of Little Rock and now living in San Jose, Calif., has written "An Amateur's Guide to Basketball Recruiting," a 60-page how-to handbook aimed at parents of athletes who are targets of college recruiters.

As her son was being recruited, she said she grew frustrated when

(See WEBB on Page 4D.)

WEBB'S BOOK

Equilla Webb, formerly of Little Rock and now living in San Jose, Calif., has written "An Amateur's Guide to Basketball Recruiting," a 60-page how-to handbook aimed at parents of athletes who are targets of college recruiters. Here's a glance at how the book is divided and how to obtain it:

- The first section of her booklet is divided by class and informs parents what they might expect during the sophomore, junior and senior years.
- The second section is divided by subjects, and her advice is wide-ranging: from drugs and alcohol, health and girls to self-esteem, spiritual development, peer relationships and public relations.
- The appendix includes a copy of a letter of intent, her son's resume that was helpful in answering questions from recruiters and a rating system she devised to help in the selection process.
- Her booklet costs $10 and can be obtained by writing her at P.O. Box 160244, Cupertino, Calif., 95016.

Equilla and Jay Webb.

Webb

Continued from Page 1D.

she found no ready source available to answer her questions.

"There was nothing," she said. "I talked to the NCAA, and they sent me a rule book. It scared me because you have to be a lawyer to understand it. There was nothing to refer to, to let me know if I was on the right track or not. It was very frustrating. I was left to try to learn by trial and error."

She credited Jay's coaches at Archbishop Mitty High School in San Jose for guidance, but still felt a void.

"The NCAA rule book had a list of things not to do, and I thought, 'Have we done any of them?' " she said. "It was really frightening."

In January, two months after her son signed a letter of intent with the Hawkeyes, Equilla Webb sat down to list some tips for other parents to help them cope with the rigors of recruiting. That grew into a three-month project.

A compulsive note-taker by her own admission, she used conversations with coaches during a three-year period as the source for much of her material.

"This is a very confusing time for parents, and I want to help them do what is best for their son," she said. "I think an informed parent and athlete are the best people to recruit, because they know what is going on."

Her advice is wide-ranging — informing parents of what to expect during the sophomore, junior and senior years and dealing with various subjects from drugs, girls, spiritual development, peer relationships and public relations.

She even includes her son's resume that helped answer recruiters' questions and a rating system she devised to help in the selection process.

"A lot of the time, kids see the sparkle and not the substance," she said. "Even when their parent is telling them one thing, they might not see it. But when they sit and rank things, it makes a difference. Jay and I would argue about things, but after we both sat down and ranked schools, they came out quite similar."

The first part of the rating system she developed, which included a point system for each question, dealt with things such as the school's academic ranking; the major program of interest; how important the basketball program was to the school; and how active the alumni were.

The second part dealt with things such as how competitive the team was in its conference; how demanding the schedule was; how the team fared in conference play the previous year; the likelihood of the team reaching the Final Four; the press coverage; how a player's personality fit in with the team; and potential playing time as a freshman.

A final section dealt with the personalities of the head coach and the staff.

Equilla and Jay Webb completed the survey the first time to decide which schools he should visit, then again after his campus travels. The final order was Iowa, UCLA and Kansas.

She said she didn't finish the book with profit in mind. Her mission, she said, is to help confused parents, especially single parents like herself.

After a story about her booklet ran in a San Jose newspaper, she received six requests for copies.

"One parent wrote, 'We're right in the middle of this mess, and we need something ... Help,' " she said. "That felt good."

Her booklet costs $10 and can be obtained by writing her at P.O. Box 160244, Cupertino, Calif., 95016.

What was Jay Webb's reaction to his mother's publication?

"He shocked me, because he told me he thought it was nice," she said. "That's the first compliment I've received from him since he became a teen-ager. The boy must be OK."

From Page A1

Parent

wrong school for the wrong reason."

But she is now satisfied that Jay avoided the pitfalls; he has accepted a scholarship to the University of Iowa.

And now Ms. Webb is using the lessons she learned to help teach parents of other coveted athletes with her self-written textbook on recruiting, college-basketball style.

Ms. Webb, who describes herself as a "compulsive note-taker," asked researchers questions and filled a notebook with advice from coaches.

She ended up writing her own guide, she said, because most of the available literature only presented National Collegiate Athletic Association rules, not real-life examples of recruiting situations.

Ms. Webb's book includes examples of the forms used during recruiting, such as the NCAA's national letter of intent, the document athletes sign after selecting a college.

The book also offers advice on high school academics from the ninth through 12th grades, peer relations, dealing with celebrity status and even dating.

Basketball recruiting in the Memphis area is expected to become intense during the November 1989 and April 1990 signing periods. As many as 20 area players have been cited as having major-college potential.

Painful history has shown that it is relatively easy for a top high school player to get caught in a web of NCAA violations.

NCAA rules were written to prohibit student-athletes from receiving extra gifts or favors for participating in college athletics. But the rules are numerous, and sometimes students and schools unknowingly commit infractions.

As a result, a student could lose athletic eligibility. And the school found in violation could lose television appearances and tournament money. That means big bucks, potentially more than $1 million per season.

But as Ms. Webb says, the rules often aren't clear to parents. "I called the NCAA and asked for advice, and they sent me a rule book," said Ms. Webb. "You had to be a lawyer to figure it out. Sometimes even the coaches did not know the rules."

That's the idea behind her book. "I'm no expert, and I say it's an amateur's guide," she said. "If there's anything parents don't like or don't agree with, they can ask the NCAA or ask their son's or daughter's coach. It's better than having nothing."

She needed help herself. Jay was ranked among the top 100 high school senior basketball players in the country by recruiting publications, and big-time coaches knew it.

So a regular who's-who of coaches paid visits to the Webbs' living room.

Ms. Webb, her son and George Sousa Jr., head basketball coach at Archbishop Mitty High, worked together to keep it all from getting too hectic.

But two potentially difficult situations arose.

The Webbs were impressed with new University of Kansas coach Roy Williams. So Jay decided to go to Lawrence, Kan., for one of five campus visits paid by the school that the NCAA allows prospects before signing.

But before the scheduled visit, the NCAA penalized Kansas for recruiting violations committed under former coach Larry Brown, who now coaches the San Antonio Spurs of the National Basketball Association.

Jay canceled the visit. He only visited Iowa and UCLA before picking Iowa.

Ms. Webb also said she heard that one school was prepared to make her son an illegal offer. She refused to reveal which one.

"My son mentioned that someone told him a school would 'take care of him' and I had a fit," she said. "Who knows who is promising your child what? He could have no conception of what he's doing wrong, but it could ruin his life."

Ms. Webb recalled that the attention from coaches overwhelmed her only once."Notre Dame called, and all reason flew out of the window," she said. "Coach Digger Phelps wanted to visit and I said, 'Oh yes.'

"I goofed — I set the visit the same time UCLA was coming over.

"Jay and his coach looked at the schedule and said, 'What's this Notre Dame?' Jay said, 'I'm not interested.' I said, 'Notre Dame . . . not interested?' "

Gary Close, one of the assistants to Iowa coach Tom Davis, said Ms. Webb's intense interest made recruiting enjoyable.

"She asked a lot of questions," Close said. "That's the key. I think the more you know about it, the more enjoyable the experience can be — and you should enjoy it."

Dorsey Sims, an assistant at Memphis State University, said some recruits accept illegal offers or wind up unhappy in college because parents didn't take enough initiative during recruiting.

Sims has not read Ms. Webb's book — but agreed that parents should seek information as the child begins to show scholarship potential.

NCAA schools are allowed to send letters to athletes beginning in the ninth grade, and Sims said it doesn't hurt to check academic requirements and NCAA recruiting rules even before that.

"So often, the family says, 'Let the high school coach handle it,' " said Sims, who helps recruit for MSU head coach Larry Finch.

"Mama labors with him for nine months, labored in debt to put him in the world. Then in high school, the biggest decision of his life, it's somebody else's decision? No."

Ms. Webb said she hopes her book makes that decision easier on parents.

"I'll definitely not get rich off this book, but it can definitely help somebody," she said.

Copies of Equilla Webb's 60-page spiral-bound book are available for $10 from Ms. Webb, P.O. Box 160244, Cupertino, Calif. 95015.

Mom writes tip-off book for parents of athletes

By Thomas Harding
Prep Editor

College basketball coaches seemingly leaped out of the television into Equilla Webb's home last fall, all trying to snatch her son Jay — one of the nation's top high school players.

And while this was exciting, it was also confusing and even downright frightening, Ms. Webb , a Little Rock native who now lives near San Jose, Calif., told The Commercial Appeal.

What if her only son took a wrong turn or got enmeshed in a corrupt program? That could spell the end to his career before it ever really got started.

Equilla Webb knew she needed answers. She got them — and has now written a book for other parents on the same court. Entitled *An Amateur's Guide to Basketball Recruiting*, it was written, designed and published on a desktop computer, and Ms. Webb is now selling it herself.

She feared that Jay, at 6 feet 9½ inches tall, could wind up being the subject of one of those corruption-in-intercollegiate-athletics stories.

"It's very easy to get the wrong information," said the 40-year-old Ms. Webb, a single parent. "It's easy for a child to go to the

Please see PARENT, Page A8

AN AMATEUR'S GUIDE TO BASKETBALL RECRUITING

Equilla Banks Webb
P. O. Box 160244
Cupertino, CA 95016

TABLE OF CONTENTS

CONTENTS	PAGE
INTRODUCTION	1
HIGH SCHOOL YEARS	
SOPHOMORE YEAR	3
JUNIOR YEAR	7
SENIOR YEAR	11
AFTER HIGH SCHOOL	15
TOPICS OF INTEREST	
PUBLIC RELATIONS	17

- MEDIA
- PEER RELATIONS:
  - ADORATION - THE HALO EFFECT
  - THE GREEN-EYED MONSTER- ENVY AND JEALOUSY
  - BEING BOO'D
  - FOUL PLAY
- DRUGS, ALCOHOL, ETC.
- GIRLS
- FAMILY AND FRIENDS
- TEAMMATES AND PARENTS
- TEACHERS AND ADMINISTRATION
- COACHES

Character 23

- Attitude
  - Thought-life
- Self Esteem
- Spiritual Development

Health 25

- Exercise
  - Aerobics
  - Weight training
- Nutrition
- Practice Makes Perfect
- Injuries

Role Models 33

- Family, friends
- Coaches and Teachers
- Professional athletes - former and present

Support System 35

- Parental
- Friends and family

APPENDIX

1-2 McDonald's Allstars Nomination and Selection

3-4 Sample Letter of Intent

5 Fundraising Letter

6 Sample High School Basketball Program

7 Sample "thank you" letter to recruiting schools

8 Sample "solicitation" letter

9-11 Sample Resume

12 Sample Rating System for Selection of College

13-15 Sample Newsletter

16 ***RESOURCES***

- Basketball Publications
- Basketball Camps
- NCAA
- College Financial Aid
- Special Basketball Leagues
- Basketball-Game and Rules
- Nutrition Books
- Physical Conditioning

17 Order Form

INTRODUCTION

Introduction

The odds against getting a college scholarship for basketball are tremendous. Of all the thousands of athletes who play the game, normally only a few hundred will be offered scholarships. A college education is a costly venture - between $2,000 to $20,000 per year - depending on the school. Since the rewards are so great, it is best to use whatever advantage you have to get financing. And talent and know-how are the greatest advantages!

It was to that end that I decided to write this guide to help parents like me and student-athletes get through the hectic recruitment time. I am a single parent, whose son, Jay, was heavily recruited by over 50 colleges starting in his sophomore year. I searched in vain for information about the recruiting process. The players and parents who'd had some experience were few and far between, so Jay and I had to get our information the old fashioned way — we learned it.. We were fortunate enough to get good advice from high school and college coaches, school counselors, ex-players, friends, relatives, the media and other parents.

Most people are not that fortunate and I wanted to give something back and pass along information that is not otherwise available. It is based on our experience as well as information that I've collected from the above-mentioned resources. I don't claim to be an expert, but the information contained in this book is much better than nothing.

Good luck on your recruiting experience and welcome to the adventure.

SOPHOMORE YEAR

Academics: This is a very important year for all students as this is the year where grades are counted for college. It is important that parents and students meet with the high school counselors to determine what course-work is necessary for college admissions and to set standards of academic work for the student.

It is important for the athlete for the parents to be involved in this process because they will need that extra guidance and push from the parents to attain their goals. I found that sometimes basketball coaches are not as concerned about academic progress as long as the student is doing well in his sport. Coaches are human, too. Sometimes they are a bit short-sighted and may cause great harm by not including academic success as one of their goals. Also, there is so much pressure on a talented athlete to succeed in his sport at such a young age that the athlete may not have the emotional maturity or strength to buckle down to studies. That's where parents come in. Help the athlete pick his courses, making sure that they are college preparatory. Keep in contact with the counseling office to make sure he is making academic progress. In addition, meet all of his teachers, find out what the class requirements are and monitor your child to see if he's doing what is expected. If there is a problem, talk with the child and the teacher to see what can be done.

Jay and his teachers have always known that they can contact me about any problem - whether it is academic or behavioral. Tell the teachers in front of the child that they have your full support in educating the child and that you are available to meet with them. And then, be true to your word. Don't let a child think that he can get away with slothful learning and behavorial antics just because he's a gifted athlete. That attitude hurts the child, the class and the school. Ask the teachers not to make exceptions of any kind for the child. It is important that they learn early to accept responsibility and discipline.

Athletics: This is the first year of eligibility for the varsity team. However, if your son does not make the team, I recommend his trying for the Soph/Frosh or Junior Varsity teams. The more experience he has playing the game, the better.

WHAT THE PARENT CAN DO: As parents, you should meet with the coaching staff. Find out what their standards are for the basketball team and how your son fits in. Offer your assistance to the coaches as well as the athletic office in making the program a success. Support the team by attending as many games as possible and CHEERING! Show some emotion. I've been to many games where the parents sat like knots on a log - while their kids tore up the court. I couldn't believe the complacency of those parents. One thing about the parents at my son's school - WE MADE NOISE - for better or worse. We cheered, we shouted, we applauded (and even coached from the bleachers) and we had an impact on our kids. It is important that your son knows you support him and his team - win or lose. Praise him for his successes - in front of his teammates - and encourage him in his failures. Also encourage his teammates. All people need encouragement, even superstars or future superstars. Do not be critical if they play poorly. Simply say "you'll do better next time". I found that my son was his worst critic and the smallest mistake seemed monumental to him. So, as a mature adult, it is important that you put your son's mistakes in proper perspective.

Rules and Regulations: This is a good time to get information about the governing bodies of high school sports organizations. Jay and I moved from Arkansas to California and were shocked to discover that high school sports are highly regulated in California. So to avoid any unpleasant surprises, investigate the rules and regulations.

California high school sports are regulated by the California Interscholastic Federation, which is divided into three sections: Northern, Central Coast and Southern. They have rules regarding eligibility, school assignment, household moving, grades, etc. If you move to a different school district or if you opt to transfer from public or private schools or vice versa, your son may lose a year of playing on a varsity team. The team has instituted rules to discourage school shopping by parents and/or athletes. Even if that is not the case, you may be penalized for such a move. If you plan any changes during your son's high school years, get the facts first.

In addition, find out information about the league that your son plays in, their competi-

tiveness, etc. Jay's school, Archbishop Mitty High School, is in the Central Coast Section (CCS) because of its location, in Division IV, because of its size (less than 1,000 students) and in the best Catholic Athletic League because of its religious affiliation. Preseason were games played against schools outside of our league from the start of the season in November until Christmas. The Season involved the games played after January 1 with teams in our league - the West Catholic Athletic League. Post season play is dependent on the overall team record. First, we played for the league championship, then we played for the CCS championship, which we won. Then we played for the NorCal championship, where we came in second place. The championship games are played in a tournament fashion - when you lose a game, you're out. Had we won the NorCal championship, we would have advanced to the final stage - the State championship. The championship games are very exciting because in California, the teams get to play in a professional basketball arena.

As the team advances, each player is given team awards. However, there is also individual recognition - i.e. Most Valuable Player. Our league chose the Most Valuable Player from the league champion and the First Team members - all star players - from the second and third-place winners.

Recruiting: Some colleges may contact your son as early as the sophomore year. It is a good idea to send a thank you letter with no commitment on your part. (See sample thank-you letter.) This is helpful because the school your son is interested in may never show any interest and you want to make friends along the way with the coaches of the other schools. I have found that you can never be too polite.

Spring Leagues

After the regular season, your son can improve his skills in a summer league program. One of the best is American Roundball Association (ARC) run by Clarence Morgan. Clarence is a former college player, who is well acquainted with the sport and college coaches. He is also available for private coaching at a moderate rate. Not only is he a good coach, but a fine

person as well.

His league participates in all star games in Southern California and Las Vegas. There is a great opportunity for exposure because many college scouts attend these games. Clarence's address and phonenumber is listed in the Appendix.

Summer

If your son is to improve his game, he should take advantage of the summer programs offered. There are numerous camps and leagues that will help. Ask his coach about the best camp. I have listed some camps that I've heard are very good. Also, the leagues offer good training, comradery and opportunities to be seen by college recruiters.

JUNIOR YEAR

Academics: The Junior year is the most important year for the student athlete because college coaches will base your son's desirability on his junior grade point average. So make sure he is taking solid courses that are college preparatory and making good grades. Also, a good course to take is public speaking. Good athletes are usually asked to give interviews to the newspapers and/or television and it always looks good if the athlete is "articulate".

The school counseling office can be very valuable at this time. Check to see what help they offer in helping students in career planning and choosing colleges. Mitty had computerized programs which helped the student match their personalities and aptitudes careers. Also, there was a program which took the students' preferences for location, areas of study, school size, etc. and matched them with a college or university.

SAT or ACT: Colleges require incoming freshmen to take one or both of these tests. They are achievement tests in that they determine how much the child has learned in English, Reading Comprehension and Math. The test scores are very important because they determine whether a child is eligible for an athletic scholarship as well as admission to college according to new NCAA rules. There is a minimum score allowed by the NCAA, which can be gotten from the recruiting rules book. When Jay was being recruited, the minimum score was 700 with a minimum grade point average of 2.0. If those two rules are not met, the student-athlete can not participate in his sport his freshman year, but must sit out that year until he can prove that he is capable of doing college-level work.

WHAT THE PARENT CAN DO: You can greatly simplify your child's life by assuming the role of secretary or manager. You can complete and mail in the forms for his SAT or ACT tests, monitor his academic progress and make sure he is signing up for the college prep courses.

Athletics: This is the most important year for basketball. This is the year that the colleges decide who they are going to recruit. It is important that your son have the best year possible. That's why the summer leagues and basketball camps and clinics are so important.

You want to prepare him for the junior season.

1. Because my son started getting so many requests and questionnaires and because they were so time consuming to complete, I decided to write his resume. A resume, as you probably know, is a list of vital information - his height, weight, position, basketball honors, basketball statistics, etc. It was far easier to copy the resume and send it to a coach than to complete each form. (See attached sample resume.)

2. Also, for the novice (like me), learn as much about the game as you can. Buy basketball magazines and read about the college players, the professional players, the high school player and make notes. Start watching basketball on TV - college and professional. Go to a few games of both and take your son. If his aim is to play professional ball, he needs to visualize and imagine himself as a professional player and the best way to do that is at a live game. Its a great motivator. During a time when Jay was not doing to well in his junior year, I took him to see two of his idols - Patrick Ewing and Ralph Samson, who were competing against each other. I told him to decide which type of player he wanted to be, a rough and tough Ewing or a finese Samson. After opting for the Ewing-style, he really began to contribute to his team.

3. For the sake of posterity, its a good idea to video-tape all the games. Hopefully, another parent or the athletic department can do the taping. I regret that I did not have the resources to tape the games myself. Although the tapes I have are adequate, it would have been wonderful to have isolated shots of Jay.

Recruiting: Coaches really start to recruit in earnest after the Christmas holiday. You will get more letters and even some phone calls. To avoid losing any calls, its a good idea to buy a phone recorder. It is important that you are polite and professional at all times. The calls can get annoying, but remember that the coaches are only doing their jobs and after all they are offering your son free education and possibly a passport to a million dollar career - so be nice. Communicate with your son's coaches at all times. Let them know which colleges are recruiting and get their advice about the colleges' programs and coaches. Communicate with your son - Which school is he really interested in? — What does he want to major in? —

Do the recruiting schools have his major?

If the school your son wants has not recruited him, you or he can write the college coach and try to get him interested. Include your son's resume and a video tape. A copy of a solicitation letter is included in the Appendix.

Summer

This will be the most important summer of your son's life. This is the time to really show his stuff. Hopefully, he will be invited to one or more of the allstars summer camps - i.e. B/C Allstars Camps, Nike Camps, Blue Chip. Be sure to communicate with the camp directors about your son's interest, even if you do not have the money. One word of caution - don't make the mistake we did by committing too early. We were so excited about the first invitation that we committed to it and had to cancel later because of a conflict in schedule. Also, if you have a problem paying the camp fee, let the director know. This is not a time to be too proud to ask. Remember that your son is a lot more valuable than a couple of hundred dollars. These camps don't mind working out arrangements because they would rather have the talented youngsters at camp than the dollars in their pockets. In fact, talented youngsters are much more valuable than money because they add to the camp's reputation and the directors get a first hand look at up and coming talent. So, again don't be too proud to ask.

Our biggest problem with Jay's summer camps was travel funds. This is a good time to drum up sponsors who are willing to help pay. Since I didn't know of anyone with extra cash on hand, I wrote to ex-pro athletes and asked them to make a contribution. (A copy of the letter is attached.) The results - a very famous person provided for my son's transportation. Also, Jay was ecstatic when he heard the news. I believe it really contributed to his success at camp. (Incidentally, he was Most Valuable Player of the B/C Allstars camp and allstars game.)

SENIOR YEAR

Choosing a School: One thing to take into consideration when choosing a school is exposure. If your son is seriously considering playing pro ball, he should not cheat himself and accept schools where he would not get the exposure. Most schools are good academically, but only a few have really good basketball programs. Whatever is worth doing, should be done with gusto. Make sure he gets in a high visibility team with good fan support. If he's good enough, he should consider teams in the top 20 and those who have a good chance of being in the Final Four.

Final Four: The NCAA conducts tournaments at the end of the basketball season with 64 teams. Its a great honor to be one of those teams. They are chosen because of their winning records and competitiveness of their league opponents. It is a great honor for a team to be chosen because every school gets money from the NCAA for their participation and the games are televised on national networks - which means lots of exposure. Exposure is the key! It doesn't do your son much good to tear up the court in a little known college on a bad team - nobody will know he exists. The NBA *may* hear about him - but why take the chance. Your son should go where he can be seen.

Coach's Personality and Reputation: You want a coach who will teach your son and advance him to a stage where he could play for the NBA and not just use him. You also want someone who will not tear him down mentally or psychologically, but will help him to mature as a man as well as a player. Reputation is very important. Read all you can about the coaches. Some things may not be true - but most things will be pretty close. You want someone of good repute to lead your son because its very easy to be corrupted in the spot light.

Academics: Because there has been so much negative publicity about athletes not graduating, colleges have really been stressing academic achievement. All of the recruiting colleges had programs to monitor the academic progress of their athletes. In many programs, the coach is notified if the athlete missed class or an assignment or if he is having difficulty. Most have full-time academic counselors, exclusively for the athletes and one coach, whose main job is to help with academics, and tutors galore.

Even with all of that help, I think it is tough to study and participate in the types of programs these schools have. Most will promise that your son will graduate in four years, but he will have to attend summer school. The schedules are pretty rigorous - with out of town games and practice. On all programs, the athlete will miss some class time. Most programs are set up to help the athlete make up for that lost time.

Money: The athlete gets none. He can only receive free tuition, books, room and board. Spending money must come from parents and/or work. It is against NCAA rules for athletes or their parents to receive money from the schools or alumni or anybody. Your son could lose his amateur status and his scholarship if he is paid. But, the college gets lots of money from the basketball programs - television, admission, endowments from alumni, but the athlete gets nothing. Plus he has little or no time to earn any on his own. Personally, I think they should be paid at a rate similar to the Work-Study programs that other students get. The NCAA says no, but I hope one day that will change. Let no one fool you - college basketball is big business. The coaches may say they love your son as a person, but they will love him a lot less if he doesn't produce. Not only that, the coach's job is always on the line. If he produces a winning season - everybody loves him, if he produces a losing season - consistently, he may lose his job. Even though he may be a marvelous teacher, have a great personality, and graduate most of his athletes - the bottom line is that he must win. As someone once said - winning isn't everything, its the only thing.

Recruitment: Your son is allowed to accept college representatives into your home for a visit and he is also allowed the opportunity to visit the college campuses of his choice. There is no limit on the number of schools that can be visited, however, there is a time limit. The home visits are to be made within a three-week period from September 7 to September 30 and the visits to the colleges start on October 15 and last until the weekend before early signing period November 7.

High School Campus Visits: An added bonus of being recruited is that the college coaches will visit your son's high school. It was a real treat for them to have the likes of Jim Valvano of North Carolina State, Bobby Cremins of Geor-

gia Tech and Tom Davis of University of Iowa to visit with the other students. Many left video tapes about their schools for the other students to watch.

Home Visits: They are very tiring, so you want to limit them. We decided to see eight schools, which meant that we were seeing someone every other day. Also, these visits last from two to three hours at a time. They are stressful both for you and your son, so I would advise against having more than ten visits. Also, be sure to communicate with your son and his coaches on the visits to which you've committed. In fact, it is best that one person be responsible for the scheduling to avoid confusion. It is very difficult for a working parent to do all of this alone, so I would enlist the help of the coaches and athletic department. However, make sure that they are scheduling the schools you want and not just the ones they want.

Look and listen to what the college coaches are saying and not saying. Also, it is a good idea that you have your son's high school coach and another expert join you, so that you can get several opinions .

The **home visit - what to expect** - There will be at least one person - the head coach and sometimes the assistant coach. The most people we had were four coaches from the college and one of our own. Each coach will speak on his responsibility to the athlete - academic advisor, offensive coach, defensive coach, big man coach, assistant coach, etc. They may even bring a video tape and a video tape player to hook up to your TV. Word to the wise - have a good working TV set. I was embarrassed when my little clunky TV would not operate. Even better is to have a VCR already hooked up and working. In addition, there will be lots of literature. They are trying to sell you a product, their school - so essentially, this is a sales presentation. After they have concluded their presentation, they will ask if you have any questions. Word of caution - ask your son to **look interested.** These coaches are extremely sensitive to youngsters who look bored or sleepy. Make sure there's plenty of ventilation.

After the home visits are completed, your son will get the opportunity to choose the colleges he wants to visit. I constructed a questionnaire to enable Jay to rank the schools. (See Ranking

to enable Jay to rank the schools. (See Ranking Form.) That way, he could see which schools most met his criteria without my interference. In addition, his coaches made up their own ranking system and all four of us ranked the schools, giving our opinions until we narrowed our list to three. Jay could have made five visits, but he was really only interested in three schools.

Away Visits: The college will pay for your son's transportation and lodging (only). It is against NCAA rules for anyone affiliated with the recruiting college to give your son anything (shirts, hats, etc.). So, be sure to give him enough spending money to buy what he wants. When Jay came back from his trip to Iowa, he asked me to send a check to the assistant coach for a hat. The assistant coach purchased the hat and mailed it to Jay.

I am told that the visit is the deciding factor for most students. This was true of Jay. In fact, after his first visit, he called to say he wanted to commit. I would not let him because I felt that he needed to see the other schools for the sake of comparison. I thought he was just tired of the whole process and wanted to get it over with. However, after his second visit flopped, I allowed him to commit to Iowa.

When your son decides which school he wants, he should call them as well as the other schools he turned down. It is also a good idea to follow up the calls with letters.

Signing Day: There are two signing periods for basketball - November and April. We opted for the early signing period for two reasons: 1) To ease Jay's pressure and 2) To assure him of a spot on the team of his choice.

Some athletes opt to keep their commitments a secret until signing day. They then make their announcement during a press conference. We chose to break the news a week early (the press had already guessed correctly anyway). We invited the press to a celebration party at Jay's high school, where we signed the letter-of-intent, gave interviews, speeches and mugged for the cameras. It was a great opportunity to thank the people at the school and friends. It was also a great way for Jay to share his success with his teammates.

AFTER HIGH SCHOOL

school and you and your son. It is not valid without your signature as a minor cannot sign a legal document. You will also need to enter the social security number for your son. There are two documents - the actual letter of intent and the financial aid offer. (See copies in Appendix.)

Scholarship Information: The scholarship itself covers tuition, books, room and board for a period of one year. It must be renewed yearly. As I understand it, schools are not to revoke the scholarship for injury, but may do so for lack of performance .. in other words, if the coach is disappointed with the athlete's game.

Other Benefits: Although the school cannot offer cash payments, they can provide for employment - either summer or school year.

Other Financial Aid: The scholarship is not based on financial need, but on athletic ability. But, if there is financial need, you can apply for a Pell Grant which may provide up to $1,400 per year. The grant forms can be obtained from the high school or college and must be completed each year.

College Application: Even though you sign a letter-of-intent, you must still complete an admission application and housing application for your son. Also you must pay the admission fee yourself unless you can make arrangements with the admissions office. After completing the forms and returning them to the college, you must ask the high school to forward your son's transcript to the college.

AFTER HIGH SCHOOL

If He Doesn't Make the Grade

If your son's grades or test scores prevented him from entering a four-year institution, all is not lost. There are many two-year junior colleges with basketball programs he may qualify for. Ask the high school coach to make a few calls to junior college coaches to get them interested in your son. California has many quality junior colleges and the coursework is transferrable to four-year universities.

SUMMER

University of Iowa wanted Jay to come there immediately after graduation to live, work

there immediately after graduation to live, work and play summer league with his future teammates. It is a good idea because it gives the athlete a chance to become accustomed to the area, its people and his teammates while there is no pressure. Jay will pay for his own room and board from his salary from a summer job.

PUBLIC RELATIONS

- Media
- Peer Relations
- Adoration and Jealousy

PUBLIC RELATIONS

MEDIA - PRINT AND TELEVISION

One area that can make or break a career is public relations. It is often ignored by the coaches, parents and players. It becomes especially crucial if a player is away from the media center or on a poor basketball team. It can mean the difference in being recruited by a Division I school or being ignored. No matter how good your son is on the basketball court, it will do him no good unless somebody knows about him. His basketball coach is invaluable in this area — if he has the time and inclination. He can let recruiters and college coaches know about his hot prospects. Otherwise, you, the parent can contact college coaches and sell them on your son. You can use the video tapes, resume and newspaper articles to whet their interest.

Your local newspaper is invaluable. Newspapers thrive on news and the sports editor will love you and your son for giving him good human interest material to write about. In his sophomore year, Jay and I were *blessed* with a controversial issue, which I reported to a news writer. I was astounded with the two-page article, complete with pictures. I then sent copies of the article to the local television station which resulted in a three-minute spot for Jay. Incidentally, I was doing all of this because I was angry! I had no idea that the publicity would reap such positive results. Hopefully, your news pieces can be on more cheerful notes. Whatever gets printed, be sure to keep the copy in a scrapbook.

ESPN has a program for high school sports and will allow you to write them about your son or his school. Sports Illustrated has "Faces in the Crowd" which highlights the accomplishments of young people each week.

School Publications: During Jay's senior year, the athletic department decided to have a basketball program printed. The team solicited advertisements from the business community and individuals, which paid for the cost of printing and also financed their trip to the Las Vegas Prep Tournament. The program was a great momento and fundraiser, since we sold them at the league games for a dollar each. I have included a copy of the program cover in

have included a copy of the program cover in the Appendix.

Awards: Newspapers and television stations sometimes give out awards for Athlete of the Week or Athlete of the Year. Also McDonald's Restaurant picks the top 25 basketball players in the nation for a nationally televised all-star game. These 25 athletes are picked from 1,500 nominees, whose names are submitted by various sports writers. Attached, for your information, are copies of two all-star award letters.

PEER RELATIONS

One of the biggest shocks Jay and I experienced was the reaction of people to his success. There were two camps - those in whose eyes he could do no wrong and those in whose eyes he could do no right. It is difficult to deal with both attitudes, however the first is a lot easier. The "Halo Effect" is when some good aspect of a person casts a glow on everything they do. It is hard sometimes to see anything wrong with someone who is such a good athlete. Consequently, athletes get away with a lot. As a parent, it is your responsibility to keep a child's perspective sane. The danger of being idolized is that he could become a raving egomaniac, who refuses to listen to any constructive criticism. Since parents are "blessed" with the task of socializing children and they are accustomed to our "constructive criticism", it is easier to offer an honest and credible appraisal. I'm not advocating trying to destroy the child's ego, but you can let him know that "yes, he is wonderful, however, there are some areas that need a little work and you are confident that he will continue the positive things and work on the not-so-positive".

The danger of the "naysayers" is that he may internalize the negatives and stop trying before he succeeds. There is virtually no literature that tells you how to deal with jealousy and envy, which is sad because it is so prevalent. Anyone can be jealous of your son - a teammate, a parent, a coach, a referee. In fact, I am convinced that most of Jay's personal fouls were due to jealousy on the the part of an official. The good news is that over time you get accustomed to it. In fact, I told Jay to expect it and told him to avoid arguments and feeling any hatred for people. That is difficult for

sible. The best approach is to warn your son about jealousy and envy and tell him how to cope by: not to taking it personally, forgiving the person, playing his best in spite of it, and avoiding violent confrontations. Also as a parent, you may find yourself a victim. People have told me that I thought too much of my son, he was not good enough to get a scholarship and that I was just concerned about the money I was going to get. Life is simply too short and energy too limited to constantly try to protect yourself and your son against negative people. So, I would avoid these people.

Being Boo'd: Some teams and fans are so competitive that they may boo your son. Its not good sportsmanship, but it happens. When Jay was boo'd, he simply smiled at the crowd. Afterwards, I gave him a pep talk to try to heal the damage. Also, a Mitty coach told him that boos from opponents were the same as cheers from fans.

Foul Play: If your son is big and has to play close to the net, count on his being pushed, shoved and even hit with no fouls called. The refs always seemed to be looking the other way when Jay was fouled. Also, it was hard for Jay to take a step without getting a foul called on him. The refs really watch the big guys closely. Don't be surprised if he fouls out. Again, help your son to keep things in perspective.

DRUGS AND ALCOHOL

Since substance abuse is so prevalent in our society, it is no surprise that athletes are tempted to "get high", too. However, the damage to their young bodies prevents them from achieving their best as players and as students. There are many "Just Say No" programs, so parents are not alone in this crisis.

However, I think the best way to avoid substance abuse is to provide your son with good role models - you and other adults who don't indulge. It is necessary to warn him about the dangers of abuse, but it is better to offer a positive alternative.

GIRLS

Because of all the attention athletes get, don't be surprised when the girls start to hang around. It is absolutely natural and normal for your son to be interested in the opposite sex,

your son to be interested in the opposite sex, however, it does get scary when you consider his aspirations. The toughest thing for me to do in this regard was to allow my son to be normal. In addition, there were few Black girls in his school, so he dated mostly Whites. Although I had always preached equality, it was tough dealing with the reality. However, I admitted my limitations to my son and asked him to bear with me.

Sex: I'm not so sure that I did a good job in this area. But, I think the best approach is to inform your son about sex and relationships and direct him to men who are good role models. One thing I did tell him about , though, and it hurt my heart to do so, about the devices some females use to land a potentially successful or successful male. I know it smacks in the face of women's lib, but those kinds of things still occur and your son needs to know about them to avoid being a victim of his own desires. In addition, as a Christian, I taught my son the Biblical ideals and have tried my best to be a good role model. I'm sure he ignored some of my teaching, but, at least I tried.

I was very proud of the fact that Jay always wanted to introduce me to his girlfriends. I'm equally proud that I met some of the families and they were good people, who were supportive of Jay.

Lastly, and perhaps it should have been first, as a Christian, I prayed for God to prepare a wife for Jay, who would be suitable for him. And then, I left it alone.

FAMILY AND FRIENDS

The great thing about athletics is that it is a great way to bring families together. Neither Jay nor I have been selfish with his success. We made sure relatives knew where and when he was playing and often gave them scores and a play-by-play description if they could not make the games. The video tapes make a great gift for grandparents. After I sent my parents Jay's tapes, they rushed out and bought a video tape player. Also, relatives make the greatest fans! I believe an athlete plays better when he sees his family cheering for him.

Family members may also be a good source of advice concerning the game. Fortu-

nately, my brother had played high school basketball and was always ready and willing to give Jay tips and praise. He said, in fact, that everytime he saw Jay pick up a ball, he was so proud, he wanted to cry. Remember, too, that one family member's success elevates the whole family.

Since most of our relatives reside in Arkansas, I decided to chronicle Jay's year in a newsletter (copy in Appendix), which I mailed to each household (about 50). It was a big success!

I also believe in celebrating your successes as you go. Tomorrow is not promised to any of us, so do what you can for today. With that in mind, I am planning a family celebration for Jay's 18th birthday in Arkansas. I am inviting all relatives and friends. We will have lots of food, music and display Jay's awards. In addition, the local press will be invited.

So, I urge you to include your family and friends in your son's success. In these days, there are so few positive things happening, that if you have a son who is doing well and not on drugs, he should be rewarded. And also, its a reminder to him that there is nothing like family. Friends come and go, but family is forever.

TEAMMATES AND THEIR PARENTS

No one player can win a game by himself. It takes team effort. So, when your son is successful, share it with the other players and their parents.

We were blessed to have the kindest, most considerate kids and parents. They were supportive and giving. Some of my greatest times were spent riding to and from the games with other parents. So, don't be stuck up - or overly proud. There have been times when I've needed a favor from another parent and was pleasantly surprised that they were happy to help and play a part in anyway they could.

However, there was one thing that disturbed me. People started treating me like a celebrity. What a shock! I did not quite know how to take it. I found that my opinions seemed to matter more (than before) and people were anxious to see me or worried about offending me. That is quite a turn for someone who has been ignored or mistreated most of their lives.

Its a real struggle to stay humble. But stay humble, you must!

TEACHERS AND ADMINISTRATION

I mentioned teacher relations in the "Sophomore" section. I always met Jay's teachers and found out their class expectations. I checked from time to time to see if he was making progress and they usually let me know when he wasn't.

I always spoke respectfully about teachers and administration to Jay because I wanted him to respect their authority. We were fortunate for the close relationships with the principal, office personnel, counselors and teachers. They deserve a lot of credit for all they do. They went beyond the call of duty for Jay in that they fielded a lot of his recuiting calls and letters. At one point, Jay was getting more mail than the school. A couple of colleges even wrote to the people in administration.

But, all in all, teachers and administration are there to help and are willing to help, if you ask.

COACHES

This is probably the best relationship your son will have. Athletes will do just about anything their coaches say because they want to play so badly. (I'm not sure the coaches will agree.)

As a parent, it is important that you communicate with the coaching staff - especially, during recruitment. Get their advice about the colleges, coaches and players. They know your son, his playing style, his potential, his psychological style and will often know which college coaches will best develop him.

Lastly, don't be overly critical of the coaches. They are people, too. They make mistakes, so do we all. Also don't forget to congratulate them for their wins and encourage them in their loses.

CHARACTER

> What you get, in reaching your destination, is not nearly as important as what you become
>
> Rev. Kenny Forman

CHARACTER

Attitude: Attitude is everything. The difference between a good and a great anything is attitude (with everything else equal). It is absolutely imperative that your son have a positive attitude. It is a truism that you will see whatever you wish to see - if you are looking for bad things, you will see them, but if you are looking for something good in everything - you'll see that, too. I've seen kids with great athletic ability who were awful to be around and watch play. Their hostile, negative attitudes were soon reflected in their game. One sour individual can ruin a whole team and definitely a whole game. Negative behavior drains energy that is needed on the court.

But, a positive attitude energizes the player and his teammates. A positive kid is such a joy to watch. Even opponents will cheer him. Enthusiasm is a by-product of a positive attitude and is very important. Even in a game where kids are outmatched by size and talent, enthusiasm will make them do incredible things. You can't teach enthusiasm, but you can show it. If you, the parent, are positive and enthusiastic, your son will be, too because its contagious. Teenagers can be some of the most negative folks naturally and make it tough on a parent to be an optimist. But, your positive attitude will make a difference (whether your son admits it or not). Jay and I had a ritual of pep talk before each game. I'd say "We're going to win this game, right Jay!" and he would say "Word.", which is teeny bopper talk for "right on, I agree".

The key to being positive is to control your thought life. You want to have positive thought and not dwell on negative thoughts and refuse to speak negatively. Thoughts precede Action, Actions reap a Habit, Habits reap a Character and Character will determine your Destiny.

In addition to a positive attitude, it is necessary to have determination. You and your son must be determined to succeed regardless of the circumstances. Use obstacles to gain strength - emotional and spiritual. There is no strength building without resistance. Use problems, necessities, don't run from them. And don't quit. Just remember that **tough times never last, but tough people do!** (Robert

never last, but tough people do! (Robert Schuller).

Self Esteem: There is a self-esteem crisis in the world today. People believe they are worthless and therefore don't respect themselves. Since they don't respect themselves, they have little regard for other people. Lack of self-esteem is the root cause of the substance abuse crisis we have today. The best way to assure your child of having self-esteem is by treating him well and speaking to him with respect.

Beratings and put-downs tear up a person's insides. Since children believe what we say about them, be careful of what you're saying. The teen years are especially bad because every child has some feeling of not measuring up and sports could be the worst for him if he makes mistakes. So, help him to keep his mistakes in perspective and let him know that you're on his side — no matter what. Let him know that he is separate from his actions. His actions may not be up to par, but he never loses his value.

Spiritual Development:

Jay and I are Christians - Charismatic Christians. I firmly believe that everyone needs God, especially teenagers and athletes. They need him for salvation, comfort, and strength. Its not just a matter of attending church, but actually accepting Jesus Christ on their own. Young people need a foundation of morality to guide them, which they can get by studying the Bible. The Bible offers moral principles for successful living. We parents cannot be everywhere or be everything for our children, but we can point the way to the One who is everywhere, who knows everything and who can do anything.

One thing you can do as a parent is pray. Prayer is the key. Pray that 1) your son be all that Christ intends him to be, 2) that Christ will guide him, 3) for his protection, 4) for his success and 5) for wisdom both for your son and yourself.

Lastly, you, the parent should live a life before your son that is pleasing to God. It is more effective than any preaching or teaching.

HEALTH

NUTRITION (Some exercerpts from Nutrition for Sport)

This is an area in which I feel the least comfortable. During Jay's basketball years, I did not investigate nutrition, but simply fed him the best I could. I found out after the fact that many of our meals were best for his development, but somethings should have been avoided. Also, it is really tough to feed a 6'9" child. They are bottomless pits. You never know when enough is really enough and if his eating is overeating. You want to prevent him from being obese, but at the same time, you want him to have enough nutrients to satisfy the stresses placed on him by rapid growth and basketball.

Carbohydrates: The healthiest diet is one in which the majority of energy comes from carbohydrates - mainly in the form of starchy foods rich in complex carbohydrates rather than refined sugars. Not only does this form of carbohydrate contain the most vitamins and minerals, but also a high level of dietary fibre. (See chart.)

FOODS RICH IN CARBOHYDRATES.

Starchy carbohydrates
Wholemeal bread four and crispbreads
Wholemeal pastas, brown rice
Pulses and legumes: peas, lentils, beans (kidney, baked beans, etc.)
Potatoes, sweetcorn, root vegetables
Cereals: Branflakes, Shredded Wheat,
Nuts: peanuts (unsalted), brazils, hazelnuts, chestnuts, almonds, etc.
Fresh fruit: apples, pears, oranges, bananas, grapes
Dried fruit: currants, apricots, prunes, etc.
Tinned fruit in natural juice

Simple sugars
Sugars, syrups, jams, marmalades
Confectionery: boiled sweets, chocolate toffee, fudge, etc.
Sugary drinks: lemonade, cola,
Drinking chocolate, malted bedtime drinks
Sugar-coated cereals, sugary cakes, biscuits, pastries, fruit pies and crumbles, jellies, cheesecake, ice cream, fruit yoghurt, tinned fruit in syrup, sweet custard, milk puddings, sweet pickles

Proteins: During growth spurts in childhood and adolescence, a larger amount of protein is needed. During heavy training, you should slightly increase the level of proteins. (See chart for sources of protein.)

Vitamins: Vitamins help the body utilize the other nutrients. Jay took multivitamin and high stress-vitamins. Check with your doctor and coach for their recommendations on the brand and dosage.

Water: Because of the loss of moisture in perspiration at practice and games, your son will consume lots of water. Make sure he drinks lots of milk (calcium for bones) and fruit juices. He will probably want lots of sodas. We usually drank Kool-ade because I thought it was a little better than sodas and because it is cheap.

FOOD RICH IN PROTEINS

Animal sources:
(Tend to be high in fat)
Meat, poultry
Fish, shellfish
Milk, cheese, yoghurt
Eggs

Vegetable Sources:
(High in carbohydrate and fibre)
Legumes, lentils, peas
Beans, e.g., butter beans, baked beans
Nuts and seeds
Bread, potatoes, cereals, pasta, rice, etc.

FOODS RICH IN FAT	Cheese (except curd, cottage and low fat types)
	Whole milk, cream, creamy puddings, cheesecakes
Visible fats:	Nuts, olives, avocado, pears
Butter, margarine, lard, dripping	Chips, crisps, fried foods
Oils (vegetable, fish, etc.)	Mayonnaise, peanut butter
Fatty meat, pork crackling	
Skin on checken and duck	**Low-fat alternatives**
	Skimmed milk: skimmed milk products;
Hidden fats:	low fat cheeses, e.g. cottage, curd,
Meat, especially beef, pork, lamb,	low fat spreads; use natural yoghurt
bacon, ham, duck	instead of cream.
Oily fish, e.g. mackerel, sardines,	White meats - poultry (remove the
salmon, herrings	skin);
Meat pies, and pastries, sausages,	white fish, e.g. code, sole, shellfish;
burgers, salami, pork pies, etc.	crustaceans, crab.

Physical Aspects (Taken from Sports Fitness and Training)

Modern basketball is an exciting, rugged, high-scoring game. Players are getting bigger and stronger, and the game is so aggressive that it is really a contact sport. Unfortunately, injuries have increased proportionally.

Athletic Requirements: Basketball utilizes all the basic athletic skills: running, jumping, hand-eye coordination, catching, throwing (shooting), speed, agility, strength and endurance. Height is a distinct advantage. It requires aerobic capacity, speed, strength, endurance, flexibility and skill.

Common Injuries: Basketball requires running, cutting, turning and reverses in a small area, with resultant stress on all parts of the

21-951 0 - 90 - 5

body. Players are often off-balance, body contact is frequent, and the game is played on wooden or cement courts. All these factors produce a high injury rate.

Strains and Sprains - Sprained Ankle - Ankle injuries are the most frequent basketball injury. Problems may occur during the twisting, turning movements of the game or when a player jumps and lands off-balance. Wear high-top sneakers for extra ankle support. Rehabilitate a minor sprain completely before returning to full use.

Hand Injuries - Hand injuries are second only to ankle injuries among basketball players. Sprains are common, as well as dislocated, broken, and mallet fingers. These injuries usually occur when a basketball hits the tip of a finger. Since basketball players are always handling the ball, finger injuries never seem to heal. In theory, complete rest is usually necessary for complete cure. In practice, these injuries are treated by taping the finger during play and icing it afterward.

Knee Injuries - Basketball players injure their knees during jumping, twisting, and falling. Strong quadriceps are essential to help avoid these problems. Also wear knee pads to protect your knees during falls.

Contusions and Abrasions: Soft-tissue injuries occur when players collide and when they fall on hard floors and cement. Thigh bruises occur when players are kneed; face and arm injuries result from falls and from flying elbows.

Blisters - Foot blisters are frequent among basketball players. Try wearing two pairs of socks. Make sure your toenails are properly cut to avoid subungual blisters and hematomas.

Fractures: Broken bones are common basketball injuries. Bones at risk are fingers, nose, clavicle, and forearm.

Other Problems: **Marfan's Syndrome** - Several basketball players have died from this rare genetic syndrome, characterized by weak connective tissue. Individuals with Marfan's have a tall, thin body shape and long fingers. Many are thus basketball players. The tissue of the aorta may thin and weaken, and then suddenly give way without warning, causing death. If Marfan's syndrome is diagnosed early, a reinforcing patch can be placed on the aorta to

avoid rupture. Tall, thin athletics, especially near-sighted ones, should be evaluated for Marfan's.

TRAINING

Basketball is primarily a running game, but strength and jumping ability are also important assets. You must be aerobically fit for continuous play; you must also possess speed for short bursts and endurance to play for the whole game. Since basketball is a highly skilled sport, we agree with most coaches that much of basketball conditioning should be done on the court with a basketball. Small half-court games, for example, reinforce skills while they condition players.

Off-Season: Basketball hoops are ubiquitous in America. Players can always find a spot to practice their skills. While the off-season is a good time to hone shot-making skills, you should also spend some time developing strength, jumping ability, speed and aerobic fitness.

Aerobic training: Running is the backbone of aerobic training for basketball players. High levels of aerobic fitness are mandatory for successful play. You should run at least 15 miles a week in the off-season. Most of this running can be aerobic jogging at 65 percent of your target pulse. Perform interval work once a week — running, for example, repeat 220- or 440-yard sprints at 85 to 90 percent of maximum speed.

Endurance Training: You will gain adequate leg endurance during your aerobic running program. No additional endurance training is required.

Strength Training: You must develop good all-around strength, with emphasis on your quadriceps. Free-weight, Nautilus, or Universal training will accomplish this purpose. Perform extra squats and quadriceps-strengthening exercises at least three times a week.

Flexibility Training: General stretching and lower-extremity stretching programs are mandatory to maining your jumping ability, leg speed, and agility. Spend a few extra seconds to perform heel-cord stretches.

Skills Training: Plan to play basketball at least

two to three times a week during the off-season. This is the time to work on technique, to practice your shots, and to improve your hand-eye coordination. Jumping ability can be improved with quadriceps-strengthening exercises and with Sargent jumps. These exercises are very effective. Be cautious, however. Too many Sargent jumps can produce jumper's knee. Start with six every other day, and slowly increase to fifteen.

Circuit Training: Circuit training is an excellent basketball training method, which will boost aerobic development as it builds strength. A sample circuit-training session is given. Use your imagination to design your own workout. The idea is to exercise the required areas while having fun.

BASKETBALL CIRCUIT TRAINING*

STATION 1: HEEL-CORD, QUADRICEPS, AND HAMSTRING STRETCHES
STATION 2: PUSH-UPS
STATION 3: SQUATS
STATION 4: BENCH PRESS
STATION 5: ROPE SKIPPING
STATION 6: SIT-UPS
STATION 7: MILITARY PRESS
STATION 8: SARGENT JUMPS (5 TIMES)
STATION 9: FRENCH CURLS
STATION 10: TOE RAISES WITH WEIGHT
STATION 11: REST

*DO AS MANY REPETITIONS AS YOU CAN IN 30 SECONDS. WEIGHT EXERCISES SHOULD BE DONE WITH 75 PERCENT MAXIMUM-STRENGTH EFFORT. MOVE QUICKLY FROM ONE STATION TO THE NEXT. REPEAT THREE TIMES, RESTING 1 MINUTE BETWEEN EACH CIRCUIT.

Weekly Program - A typical off-season training week is shown in the following

BASKETBALL OFF-SEASON TRAINING

MONDAY: BASKETBALL PRACTICE.
TUESDAY: JOG 5 MILES. CIRCUIT TRAINING
WEDNESDAY: BASKETBALL PRACTICE.
THURSDAY: JOG 5 MILES, WITH 20 X 10-SECOND PICKUPS. CIRCUIT TRAINING.
FRIDAY: BASKETBALL GAME.
SATURDAY: WEIGHT LIFTING. JOG 2 MILES, 6 X 440 YARDS AT 90 PERCENT MAXIMUM. JOG 1 MILE.
SUNDAY: REST!

Season: As the season begins, you will want to spend more time playing basketball with your teammates and less time playing other sports and lifting weights. Some authorities recommend that strength training be continued throughout the competitive season. It is not unreasonable to do some weight lifting at the end of practice, particularly quadriceps and upper-body exercises. Unless the season is very long, however, you won't lose much strength if you stop lifting to concentrate on your game for a few months.

If you play basketball every day, you will probably maintain adequate aerobic fitness and endurance, and you can stop extra jogging. You must, however, continue daily flexibility exercises throughout the season. In addition, you should continue some speed work, either rope skipping or pickups with a basketball on the court.

The following is a sample workout:

BASKETBALL WORKOUT

0:00-0:15	*WARMUP:* JOG AROUND THE COURT FOR 5 MINUTES. DO CALISTHENICS AND STRETCHING EXERCISES.
0:15-0:45	*SKILLS PRACTICE:* PERFORM FREE-THROW SHOOTING FOR 5 MINUTES. PRACTICE JUMP SHOTS FROM BOTH SIDES. PLAY HALF-COURT ONE ON ONE, SCORING WITH JUMP SHOTS ONLY.
0:45-1:00	*MATCH-RELATED PRACTICE:* PLAY THREE OFFENSE, TWO DEFENSE, SCORING ON JUMP SHOTS ONLY.
1:00-1:15	*SCRIMMAGE:* FULL-COURT SCRIMMAGE.
1:15-1:30	*COOL-DOWN:* RUN SPRINTS FULL COURT WITH BALL (5 TIMES). JOG 10 MINUTES. STRETCH AND SHOWER.

ROLE MODELS

Role Models

Although Jay tells me it is not good to copy someone else's style, I still think it is beneficial to have a basketball role model. The ideal situation is to have one in his immediate family, but most of us are not that fortunate.

Secondly, a coach can serve as a role model if he has played the game. Even if he hasn't, he can offer valuable insights into the game, and players. Coaches George Sousa and Steve Cauchi (Archbishop Mitty High School), Clarence Morgan (American Roundball Association) and Cory Russell (former Archbship Mitty High School and now of Calgary 88's) are some of the best. Steve and Cory worked for Coach Davis (Iowa) when he was at Stanford. Cory has coached several college teams and also served as a scout for the Chicago Bulls. George is an acquaintance of Bobby Cremins (Georgia Tech). Clarence is well-known and respected throughout the nation.

Thirdly, are the professional athletes. There are ex-professional athletes who are very social and civic-minded, who would serve as a good model - both for playing and living. My favorite is Bill Russell, who not only was a player, but a coach and is now an executive with the Sacramento Kings. Also, he has been an outstanding citizen. It is not necessary for your son to see the role model in person, he could get to know him through books. Several athletes have written their autobiographies - Bill Russell, Wilt Chamberlain, Kareem Abdul Jabbar. Their careers run the gamut of high school to college to the pros. So, your son could get a birds' eyeview of their world - which may possibly be his one day.

For those mothers, (like myself) who are single parents, a role model is especially important. I found that it easy to raise a child, but very difficult to make him a man. Your son needs several role models - one who has made it in sports, one who has made it in the field he's interested in, one who is active in civic affairs. I made sure that Jay met men who were worth emulating - regardless of their race. A couple of well knowns come to mind - Reggie Jackson for his business acumen, Dr. Harry Edwards (who played basketball for San Jose State University) and is now a sociology professor at California Berkeley and Jesse Jackson.

SUPPORT SYSTEMS

Support System

Everyone needs support, especially young athletes. So much emphasis is placed on performance that they begin to fear that a failure will cause them to lose friends. And it might. Your son needs to know that you are with him when he's up and with him when he's down. He needs to know that your support is based solely on your love for him.

Secondly, get your family members behind him. Communicate with them about his achievements. Don't wait for something big to happen before you let them know. Talk to them on a regular basis and have your son talk to them. Since most of my family lives so far away, I write a newsletter and I also call. Also try to get relatives to come to the games. Much of basketball is psychological and it is an advantage to have a large crowd cheering for you - and what better crowd than your family.

Thirdly, are friends. Do much of the same for your personal friends, business associates and church members as your family. Allow your son to enlarge his circle of friends as well. Of course, some will only be there for the "jazz", but many will be genuine. However, make sure the friends are of good reputation.

EPILOGUE

I hope that I've been of some help to you and your son. I pray that the Lord will bless you and your son to take this information with His wisdom and be successful.

Equilla Banks Webb

McDonald's Allstar Nomination Letter

APPENDIX

McDonald's

February 26, 1989

Jay Wood
c/o Coach George Sousa
Archbishop Mitty High School
5000 Mitty Avenue
San Jose, CA 95129

Dear Jay,

Congratulations! We are delighted to inform you that you have been nominated as a candidate for the McDonald's All American High School Basketball Team. On behalf of the McDonald's restaurants in the San Francisco Bay Area, we commend you for this tremendous achievement and compliment you on your outstanding contributions to the Mitty team.

The McDonald's All American Team is chosen from a field of 1,500 nominees, selected by the McDonald's All American Basketball Team Selection Committee. As one of only 1,500 nominees, you have demonstrated considerable talent and are now in the running to be one of 25 members of the 1989 All American Team.

Members of McDonald's All American High School Team will be announced in March. We will directly contact and notify all players selected to the Team.

We are happy to present you with a special certificate of recognition in honor of your nomination to the McDonald's All American Basketball Team. We look forward to meeting with you and cordially invite you and your family to be our special guests at McDonald's at your convenience sometime in the next two weeks.

We will call you within the next few days to coordinate the plans.

Sincerely,

Barbara Lee
Community Relations Representative

cc: Coach George Sousa

1435 S. Winchester Boulevard
San Jose, California 95128
408/379-2040

1080 Saratoga Avenue
San Jose, California 95129
408/257-1080

McDonald's Allstar Nomination Letter

Veterans Canyon
Executive Center
5620 N. Kolb Rd.
Suite 260
Tucson, Arizona
85715
(602) 299-8783

January 31, 1989

Jay Webb
P. O. Box 160244
Cupertino, CA 95016

McDonald's Western Wildcat Classic

Dear Jay:

Congratulations! This letter is to officially inform you that you have been selected to play in the first annual McDonald's Western Wildcat Classic, a national high school all-star game to be played Saturday, April 15, 1989, at McKale Center in Tucson, Arizona.

You'll be joining a team of other top players from the West who will compete against a team of all-stars from throughout the rest of the nation in a "West vs. the Rest" format.

The McDonald's Western Wildcat Classic was created specifically to showcase and promote the top talent in the Western United States. You come very highly recommended by our Selection and Advisory Committee, which consists of Frank Burlison of the Long Beach Press Telegram; Bob Geoghan of Sports America in Maryland; Bob Gibbons of All-Star Sports in North Carolina; Jim O'Brien, Editor of Street & Smith's Basketball magazine in New York; and Dave Krider of USA Today in Washington, D.C.

We'll send your tickets and a complete itinerary to you by mid-March. We will then fly you and your coach to Tucson on Wednesday, April 12. We have an exciting four days of spirited competition and Southwestern hospitality planned for you. You will also receive a collection of memorabilia that will help commemorate your participation in the game.

If other members of your family wish to fly to Tucson to watch you play, they will qualify for a reduced Delta Airlines fare.

We will need the enclosed forms completed and returned to us by Friday, February 10. When you return the forms, please include two 5"x7" black and white publicity photos - one head and shoulders and one action shot.

If you have any questions, please call collect, at (602) 299-8783. We look forward to having you and your coach with us in Tucson.

Best regards,

Jay Ercoli
Executive Director
McDonald's Western Wildcat Classic

Letter-of-Intent

1989 MEN'S NATIONAL LETTER OF INTENT 1989

(Administered by the Collegiate Commissioners Association)

☐ **MID-YEAR JUNIOR COLLEGE FOOTBALL TRANSFER:** Do not sign prior to 8:00 a.m. December 14, 1988 and no later than January 15, 1989

☐ **FOOTBALL:** Do not sign prior to 8:00 a.m. February 8, 1989 and no later than April 1, 1989

☒ **BASKETBALL:** Do not sign prior to 8:00 a.m. November 9, 1988 and no later than November 16, 1988 OR do not sign prior to 8:00 a.m. April 12, 1989 and no later than May 15, 1989

☐ **ALL OTHER SPORTS:** (Please "X" in proper box above) Do not sign prior to 8:00 a.m. April 12, 1989 and no later than August 1, 1989

Name of student: Jay Webb
(Type or print name including middle name or initial)

Address: 190 Adler Avenue, #1 (Street Number) Campbell, CA 95008 (City, State, Zip Code)

This is to certify my decision to enroll at: University of Iowa (Name of Institution)

IMPORTANT - READ CAREFULLY

It is important to read carefully this entire document, including the reverse side, before signing this Letter in triplicate. One copy is to be retained by you and two copies are to be returned to the institution, one of which will be sent to the appropriate conference commissioner.

1. By signing this Letter, I understand that if I enroll in another institution participating in the National Letter of Intent Program prior to the completion of one academic year, I may not represent that institution in intercollegiate athletic competition until I have been in residence at that institution for two calendar years and in no case will I be eligible for more than two seasons of intercollegiate competition in any sport, unless the provisions of Paragraph 11 are fulfilled.

   However, these restrictions will not apply to the

   (a) If I have not, by the opening day of my classes in the fall of 1989 (or the opening day of my classes of the winter or spring term of 1989 for a mid-year junior college entrant), met the requirements for admission to the institution named above, its academic requirements for freshman aid to athletes, the NCAA requirement for freshman financial aid (Bylaws 5-1 (j)) or the NCAA junior college transfer rule, or

   (b) If I attend the institution named above for at least one academic year; or

   (c) If I graduate from junior college after having signed a National Letter of Intent while in high school or during my first year in junior college, or

   (d) If I have not attended any institution for attended an institution, including a junior college, which does not participate in the National Letter of Intent Program) for the next academic year after signing this Letter, provided my request for athletic financial aid for the following fall term is not approved by the institution with which I signed. In order to receive this waiver, I must file with the appropriate conference commissioner a statement from the Director of Athletics at the institution with which I signed certifying that such financial aid will not be available to me for the requested fall term; or

   (e) If I serve on active duty with the armed forces of the United States or on an official church mission for at least eighteen (18) months; or

   (f) If my grant is discontinued by the institution with which I signed this Letter.

2. I MUST RECEIVE IN WRITING AN AWARD OR RECOMMENDATION FOR ATHLETIC FINANCIAL AID FROM THE INSTITUTION AT THE TIME OF MY SIGNING FOR THIS LETTER TO BE VALID. The offer or recommendation shall list the terms and conditions of the award, including the amount and duration of the financial aid. If such recommended financial aid is not approved within the institution's normal time period for awarding financial aid, this letter shall be void.

I certify that I have read all terms and conditions on pages 1 and 2, fully understand, accept and agree to be bound by them. (All three copies must be signed immediately for this Letter to be valid. Do not use symbols.)

SIGNED XX Jay Elliott Webb 11-7-88 XX [redacted]
(Student) (Date) (Parent/Guardian)

SIGNED XX Pamela A. Webb XX 11/9/88 5:50 pm.
(Parent or Legal Guardian) (Date & Time)

Submission of this Letter has been authorized by:

SIGNED [signature] November 9, 1988 Basketball
(Coach or Athletics Administrator) (Date Received by Institution) (Sport)

Letter-of-intent

BIG TEN CONFERENCE
TENDER OF FINANCIAL AID—MEN
1989-90

BIG TEN CONFERENCE

From: University of Iowa (Name of University) Date: November 9, 1988 Sport: Basketball (Date of First Signature)

To: Joy Webb (Name of Addressee)
190 Adler Avenue #1 (Street Address)
Campbell, CA 95008 (City and State)

This University: 8/89 Any Institution: 8/89
☒ Initial ☐ Renewal
College Period: 1989-90
☐ Non-counter—compensation completed or approved injury waiver

1. This Tender is subject to your fulfillment of the admission requirements of this University, and his academic requirements for athletic participation or freshman aid.

2. This Tender covers the following as checked:

XX (a) Full Grant: includes tuition and fees, room and board, and cost of necessary books in your accepted course of study.

_____ (b) The following items as checked:

_____ (1) Tuition and fees in your accepted course of study

_____ (2) Board

_____ (3) Room

_____ (4) Cost of necessary books in your accepted course of study

_____ (5) Other compensation of award: _____

3. You will be eligible for a renewal of this Tender pertaining to this University's normal decision at the end of his term (-s) as undergraduate athletic participation.

4. If you wish to accept this Tender please return two original copies of this form to the financial aids office indicated below NO LATER THAN Wednesday, November 16, 1988

Signed: [signature] (Student or Athlete)

Signed: Mark Warner (Financial Aids Director)

ACCEPTANCE

I understand that:

(a) I will forfeit my athletic eligibility if I receive any financial assistance from any source other than as provided for in this award, or my family or [illegible] organization, or any award not permitted by NCAA Constitution 3-4-(a).

(b) Any employment earnings by me during term time and any other financial assistance, except from my family, but including scholastic scholarships, must be reported by me to the Conference Commissioner on forms he will provide. Any such earnings or assistance received under NCAA Bylaw 6-1 and Bylaw 6-3 on consideration with the aid provided through this Tender may not exceed NCAA basic educational costs and room & board at my University.

(c) If I receive a Full Grant, the value of this Tender together with any continuing employment earnings or other university administered financial aid received under NCAA Bylaw 6-1 shall not exceed the value of a full Tender plus $1400.

(d) This aid provided in this Tender will be terminated if I sign a professional sports contract or contract myself for playing in an athletic contest.

(e) This Tender may not be signed prior to the applicable date(s) specified below:
(1) Basketball: full program: Between November 5-16, 1988, or not prior to April 12, 1989
(2) Mid-year summer college football beginner student: December 14, 1988 to January 16, 1989 only
(3) Football: full program: February 8, 1989
(4) All other sports, full program: April 12, 1989

(f) After processing this Tender I have not thereafter received from any other Conference university any form of financial assistance based upon my athletic ability or through the intervention of athletic interests without forfeiting my intercollegiate athletic eligibility at this other university.

(g) The financial aid provided in this Tender may not be increased if I am subsequently from athletic competition or dismissed from an athletic team for [illegible] or the use of [illegible] or distribution of any narcotic drug or controlled substance.

Signed: XX [signature] #311 (Student or Athlete) XX [redacted] (Date and Social Security Number) 11/9/88

Signed: XX [signature] (Parent or Legal Guardian) XX 11/9/88 (Date)

If you wish to accept this Tender of Financial Aid, sign all copies. Keep the original copy for your files and return the yellow and pink copies immediately upon signature for

Sample Fundraising Letter

JAY ELLIOTT WEBB
2644 Bartley Drive
Cupertino, CA 95051

June 10, 1988

[redacted]

Dear [redacted]

My son, Jay E. Webb, is a 6'9 1/2" junior at Archbishop Mitty High School in San Jose ... and a basketball player. (See attached resume and article.) Because of his outstanding ability, Jay has been honored with invitations to attend the B/C All-Star Basketball Camp and Eastern Invitational Basketball Camp in July. (Copies of flyers attached).

Although Jay and I are ecstatic about this great opportunity, we have a dilemma. We have no funds. In order to attend these camps, Jay needs the following:

	B/C Camp	Eastern
Camp fees	$290	150
Less Payment	-25	-50
Air Flight (approx.)	500	600
Total each camp	$765	$700
GRAND TOTAL	$1,465	

As a single parent, this is an impossible amount for me to provide. Because of your good reputation of community and youth support, we are asking that you make a contribution towards Jay's future. You can make a check payable to: Jay E. Webb, P. O. Box 160244, Cupertino, CA 95016.

If you need more information or if you'd like to meet with me and/or Jay, please give me a call at (work) 415-854-7200 (ext. 256), (home) 408-985-8965 or (message) 408-241-2258.

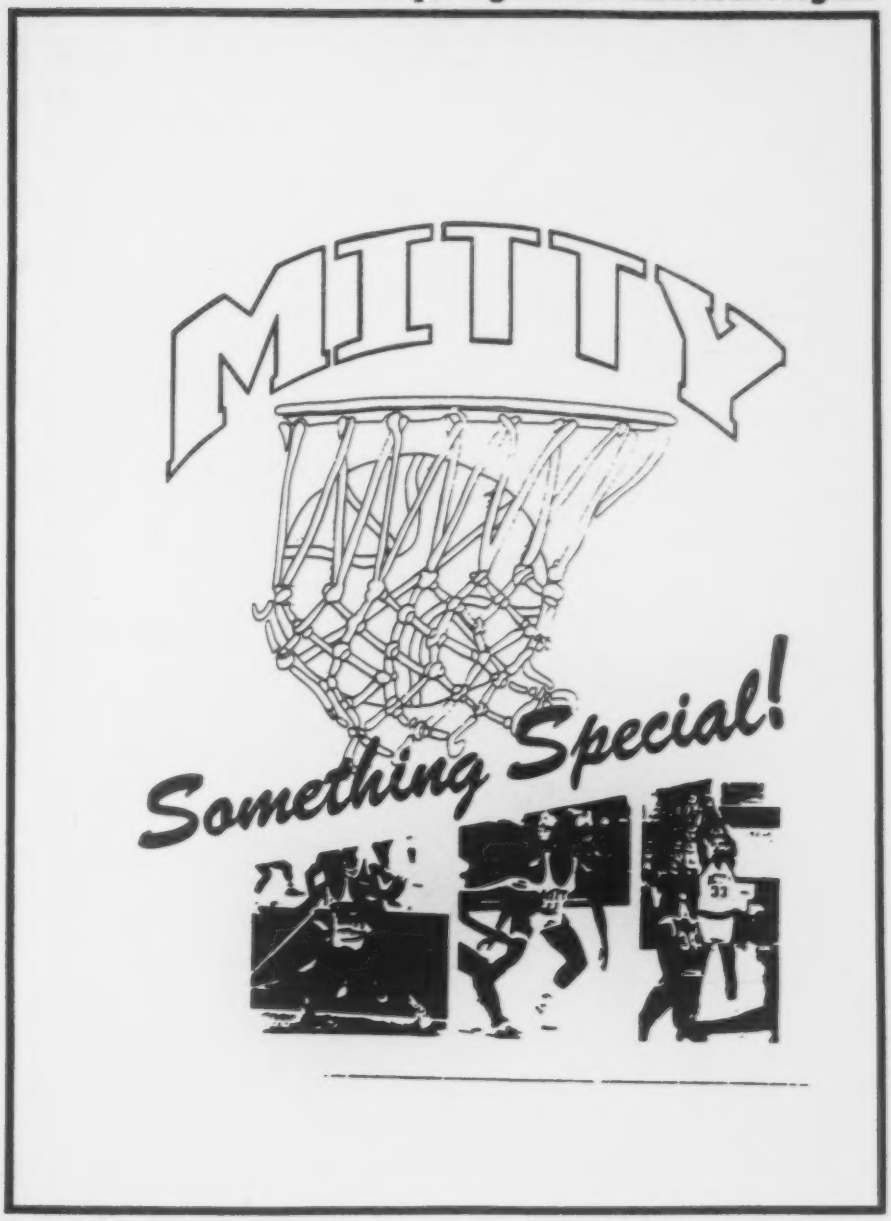
Sincerely,

Equilla A. Webb
Mother

Jay E. Webb

Enclosure

Sample High School Basketball Program



Sample Thank-you Letter

Jay E. Webb
P. O. Box 160244
Cupertino, CA 95016

Date

Coach
University
Address
City, State Zip

Dear College Coach:

Thank you for in inquiry regarding my son, Jay.

He is in the process of reviewing schools and will contact you if he has any further interest or questions.

We appreciate your interest.

Sincerely,

Equilla A. Webb

eaw

Sample Solicitation Letter

Jay E. Webb
P. O. Box 160244
Cupertino, CA 95016

Date

Coach
University
Address
City, State Zip

Dear College Coach:

My son, Jay Webb, is interested in attending your college and would like to be considered for a basketball scholarship.

He is a 6'9" sophomore, who plays center for Archbishop Mitty High School in San Jose, California.

I have attached his resume which details his basketball statistics and accomplishments.

I have also enclosed a video tape of a basketball game between Mitty and Bellarmine in January of 1987.

Thank you for your consideration.

Sincerely,

Equilla A. Webb

eaw

Enclosure

SAMPLE RESUME

JAY ELLIOTT WEBB

P. O. Box 160244
Cupertino, CA 95016

or

c/o Archbishop Mitty High School
5000 Mitty Way
San Jose, CA 95129
(408) 252-6610

Birthdate: July 1, 1971
Birthplace: Little Rock, Arkansas
Height: 6'9 1/2"
Weight: 215 lbs.

Objective: To get a Bachelor's degree in Psychology and prepare for a career in professional basketball.

Education: Signed letter-of-intent for University of Iowa, Iowa City, IA, Coach Tom Davis for 1989-90.

Senior, 2.8 grade point average
Archbishop Mitty High School
Expected graduation date: June 1989

SAT score: 870: verbal - 390 and math - 480

Academic Honor: 1988 Academic Excellence Award for Spanish III

Student of Month (Runnerup), Archbishop Mitty High School (January 1989)

Basketball Honors:

1988-1989 First Team,All League Team, West Catholic Athletic League

Athlete of the Week, San Jose Mercury News (Feb. 6-11, 1989)

Invited to McDonald's Western Wildcat Classic, University of Arizona at Tucson, April 12-15 (February 1989)

Prep Player of the Week, KNTV Ch. 11, Jan. 25-Feb. 1, 1989

All Tourney Award and MVP of game where he scored 28 points, 13 rebounds and 4 blocked shots, **Las Vegas 1988 Holiday Prep Classic**, December 26-30, 1988

All-Tourney Award, Fremont Tournament (December)

Best of the Best, Press-Telegram (AM/PM) (November)

Played in American Roundball Corporation (ARC) Tournaments in San FernandoValley and University of Nevada, Las Vegas
MVP in one game in Las Vegas (July)

MVP, All-Stars game
MVP, B/C Invitational All-Stars Basketball Camp,(Big Man), Renssaeler, Indiana (July)

MVP Runnerup, Second place Slam Dunk Contest, B/C All-Stars Basketball Camp, Gettysburg, Pennyslvania (July)

All Tourney Award
Pacific Association AAU (June)
Team Finished 1st Place

All Tourney Award
American Roundball Corporation (ARC) (June)
San Jose Parks and Recreation
Scored 28 pounds

Listed #88 in Top 100 Junior Basketball Players
(National) Prep School Division, Basketball Times Magazine

1987-1988 All Tourney Award
Blossom Valley Classic 1987
Team finished 2nd place

All Tourney Award
Fremont High School Tournament
Team finished 2nd place

Honorable mention (Varsity)
West Catholic Athletic League
All League Team
Palo Club, All Mid-Peninsulan

1986-1987 Most Valuable Player
Junior Varsity, Archbishop Mitty High School

All League Team (Junior Varsity),
First String, West Catholic Athletic League

Distinguished Athlete Award

U.S. Marine Corps, Treasure Island,
San Francisco, CA

AAU National Tournament, July 1986
Orlando, Florida (with team from Little Rock, Arkansas sponsored by Ron Crawford)

Basketball Statistics:

1988-1989 — Led West Catholic Athletic League with 400 points, 150 rebounds and 109 field goals.
Missed beating the league scoring record by 2 points and tied the league field goal record

Second year varsity, averaging 22 points,
2 blocked shots and 12 rebounds per game.
Team is 14-9.
Greatest number of points scored: 30
Greatest number of rebounds: 23
Greatest number of blocked shots in a game: 6

1987-1988 — First year varsity, averaged 22 points and 10 rebounds per game. The last game, he scored 25 points with 15 rebounds against Bellarmine Prep School (on video)

1986-1987 — Junior varsity - averaged 20 points and 10 rebounds per game

Other Honors:

Jan. 1989 — Prep Player of the Week, KNTV Ch. 11, Jan. 25-Feb. 1, 1989, 2-minute news segment

Nov. 1988 — "Jay Webb" Day at West Side Baptist Church, Pacifica, CA - Jay spoke to youth in Sunday School and the congregation in general assembly

April 1987 — Champions of Youth, 3-minute news segment
KICU-Ch. 36, San Jose, CA

Miscellaneous: Videos and news clippings available upon request.

COLLEGE RANKING FORM

I. College
   - A. How do schools rank academically?
   - B. How good is the major department?
   - C. How important is the basketball program to the school?
   - D. Are the alumnis very active/helpful?

2. Geographic Area
   - A. Does your son like the weather?
   - B. Is the surrounding community to his liking - urban or college town?
   - C. Is there adequate public transportation?
   - D. How important is basketball to the community?
   - E. Is there a drug and/or gang problem in the area?
   - F. Will your son be culturally or racially isolated in the school?
   - G. Are there adequate cultural events at the school/community?

III. Athletic program
   - A. How competitive is the league the team belongs to?
   - B. How demanding is the schedule?
   - C. How did the team rank last year?
   - D. What is the probability of a NCAA Final Four participation/championship?
   - E. Do they get much national TV/newspaper coverage?
   - F. Do they get much local TV/newspaper coverage?

IV. Team
   - A. Where does your son fit into the team?
   - B. Will he get any playing time in his freshman year?
   - C. Do the players have good reputations for character as well as basketball?

V. Coach and Staff
   - A. Personality - quiet or loud
   - B. Coaching style
   - C. Experience
   - D. Reputation and character
   - E. How many players has he graduated?
   - F. How many players has he sent to the pros?

How to Use: Rank each school, 1st, 2nd, 3rd and so forth for each question. Then add all the rankings for the schools and compare the totals. The school with the smallest number is your first choice and so forth.

Example: College A, College B and College C
For question I. A. College C is ranked 1, College A-2 and College B-3, for question I.B. College C is ranked 2, College A-2 and College B-3. In adding the scores, College C = 3, College A=4 and College B= 6, so College C is your first choice, College A your second and College B your third choice.

JAY "BANKS" WEBB

P. O. BOX 160244, CUPERTINO, CA 95016
OR 2400 IZARD STREET, LITTLE ROCK, AR 72206

March 1989

NEWSLETTER

Dear Family and Friends:

I decided to print a newsletter to share Jay's successes for the 1988-1989 basketball season.

Jay has had some monumental successes since the summer of last year, which we owe to a great many of you.

In addition, because we Banks' have such a large family, I felt this was the best way to communicate and to let you know that Jay's success is your success.

He will be going to University of Iowa in Iowa City in June and he would appreciate meeting those of you who live close by.

Equilla "Banks" Webb

B/C ALLSTARS CAMP and LAS VEGAS TOURNEY- Summer 1988

In July, Jay attended two B/C Allstars camps - Indiana and Pennsylvania - thanks to the generosity of Bill Russell and Reggie and James Jackson. Mr. Russell provided the airfare for Jay and the Jacksons donated the camp fee. Thanks also to Don Jackson and Dave Manovich for their generous support.

I was pleasantly surprised with a phone call from Mr. Russell, one of the all-time greats in basketball. He is now General Manager for the Sacramento Kings, yet is still down to earth and an all around great person. Jay has not met him, however, hopes to do so before June.

In camp, Bill Cronauer told Jay that he "was the quickest athlete he had ever seen for his size". He was awarded Most Valuable Player for the camp and for the allstars game of the Big Man camp session in Indiana.

In the regular camp in Pennsylvania, Jay was runnerup to Most Valuable

March 1989

Player and placed second in the Slam Dunk contest.

After returning home from his camps, Jay rushed off to play in the American Roundball Association (ARC) tournaments with Clarence Morgan. He played in the San Fernando Valley and in Las Vegas. Jay won an MVP award for one of the games in Las Vegas.

SEPTEMBER - RECRUITING SEASON

Jay's performance in summer ignited a lot of interest from the college coaches. He was recruited by over 50 colleges, but decided to have home visits from Jim Valvano of North Carolina State University, University of Kansas, Seton Hall, Santa Clara University, Georgia Tech, Loyola Marymount, Iowa, and UCLA.

Jay decided to visit UCLA, Iowa and Kansas. He actually only made two of the visits - UCLA and Iowa before decided to commit to Iowa. That was a timely move because Jay committed to Iowa a day before the NCAA put the penalties on Kansas. So, Jay was saved a trip to Kansas.

Archbishop Mitty High School was very gracious in giving Jay an appreciation and press party for the signing of his letter-of-intent on November 9. KNTV, Channel 11 news aired the signing and interview on their news show late that night.

BASKETBALL SEASON

The Archbishop Mitty High School Monarchs were a very impressive basketball team this season. They were in a very competitive league - West Catholic League. So competitive that most of the championships are won by someone from our league. There are about seven schools in the league, including Riordan and St. Francis. In Central Interscholastic Conference - Central Coast Section (includes all high schools in geographic area of central California), Mitty was in Division IV, which is schools with enrollments less than 1,000. In the WCAL, the only other school in that division was Sacred Heart. All the other schools were in Division I and II with enrollments over 2,000 and 1,500 respectively. I said all of this to explain Mitty's win/loss record. It looks worse than it was. The final record was 20-12.

LAS VEGAS PREP CLASSIC - The Monarchs played in the Prep High School classic in Las Vegas on December 26-29. Mitty's record was 2-2 with Jay winning All Tourney award. It was a good experience for Jay and his teammates.

Mitty won the CCS Championship for the first time in the school's history. We then played our

March 1989

way to the NorCal Final championship at Arco Arena, where the Sacramento Kings Professional Basketball team plays. It was an exciting experience for Jay as well as his team and all the parents. Their team lost the game by only 5 points and missed by one game of going to the state championship. However, they are 3rd in the state, 3rd in the West Catholic Athletic League, and 1st in the CCS.

For the season, Jay averaged 20 points per game, 3 blocked shots and 15 rebounds. He missed breaking the league record for points scored by 2 points, but he tied the record for field goals (151) and rebounds. However, in all those areas, he led the league.

MCDONALD ALL-STARS AND OTHER HONORS

The first awards Jay received were from the newspapers: Long Beach Press - Best of the West, Palo Alto Times Tribune - All Peninsula and San Jose Mercury News - Co-Player of the Year.

Then Jay was invited to the first McDonald's Western Classic to be played in Tucson, Arizona on April 15. It is a format of the West vs. the Rest and Jay's coach, George Sousa, is getting an expense-paid trip to accompany him. It should air on ESPN.

Then, Jay was nominated for the McDonald All-Stars team. As a reward, he and his teammates were given a dinner celebration at a local McDonald's Restaurant complete with a basketball-shaped cake. At the time of press, we had not heard about Jay's selection, but we will keep you posted.

THE FUTURE

Jay will be graduating from Archbishop Mitty High School on June 10 at the school at 5000 Mitty Way, San Jose, California. Afterwards, he will be going to Iowa where he will work and play summer league basketball with some of his future teammates.

I would like to have a family celebration for Jay if time and money permits - the day before his 18th birthday - July 1. Right now, its in the planning stages. I would like to have it at the Holiday Inn in Little Rock, Arkansas and invite members of the press. I've gotten a lot of interest from the press, but so far, no interest from my fundraising requests. If you have any ideas on how I can raise the funds or anything else, please let me know.

Also, I am writing a guide for recruiting for parents, like myself, who have no experience at basketball recruiting. For most people, it only happens once and there is no literature or guidance on how and what to do to promote the athlete. So, I've recapped some of the things I've learned these past three years and I will be writing some high school players and their parents so that they can get a copy of my manual. If you know of any high school athlete who would need such information, will you give them my address and I'll send them information.

This is it for now, but **THE BEST IS YET TO COME!**

Basketball Publications
Sports Illustrated

Basketball Times
LN Publications, Inc.
Box 960
Rochester, MI 48063

Basketball Camps
University of Iowa
Iowa City, IA

B/C All-Stars Camp
c/o Bill Cronauer
6370-90th Avenue No.
Pinellas Park, FL 34666

NCAA guidelines
NCAA Guide for the College-Bound Student Athlete
The National Collegiate Athletic Association
Nall Avenue at 63rd St.
P. O. Box 1906
Mission, KS 66201

Financial Aid
Pell Grant
National Defense Student Loan
(Get forms from High School)

Special Basketball Leagues
American Roundball Association (ARC)
c/o Clarence Morgan
2420 Karen Drive, #1
Santa Clara, CA
408-296-6735

Basketball-Game and Rules
Sports Illustrated Basketball
by Neil D. Isaacs and Dick Motta (1981)

Nutrition
Nutrition for Sport by Steve Wooton

Physical Conditioning
Sports Fitness and Training by
Richard Mangi, MD, Peter Jokl,MD
and William Dayton, ATC

AN AMATEUR'S GUIDE TO BASKETBALL RECRUITING

Equilla Banks Webb
P. O. Box 160244
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Enclosed is my check or money order for $_____ made payable to : Equilla Webb.

Please print
Name:_____Athlete's Name_____

Address_____ Grade in 9/89_____

City:_____ State_____ Zip:_____

Mail order to: Equilla Banks Webb
P. O. Box 160244
Cupertino, CA 95016

Senator METZENBAUM. The committee stands adjourned.
[Whereupon, at 11:40 a.m., the committee adjourned.]

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